

Point of View

By Robert A. McCaughey

Why Research and Teaching Can Coexist



CHRISTOPHER VOLZ FOR THE CHRONICLE

FOR A HISTORIAN, it seems only yesterday that close observers of American academic life regarded the compatibility of scholarly research and teaching as an article of faith. No longer. An alphabetical list of recent agnostics includes William Bennett, Allan Bloom, Ernest L. Boyer, Lynne V. Cheney, Dinesh D'Souza, Edward Fiske, Roger Kimball, Everett Carl Ladd, Jr., Parker Palmer, Eugene Rice, Page Smith, Charles J. Sykes, and Bruce Wilshire. And recently, a Rutgers University administrator, in *The Chronicle of Higher Education*, declared teaching and research, heretofore the two central functions of the American university, to be "inescapably incompatible."

How, one might well ask, have we come so far so fast? What has suddenly produced all these "incompatibilists"?

A provisional answer is that, like the poor, they have always been with us. The "incompatibility" viewpoint can be traced to the 1850's and John Henry Newman, who argued in a series of lectures published as *The Idea of a University* that research, like theology, had no place in the university, which was to be devoted to undergraduate and non-professional education. Later and closer to home, the social theorist Thorstein Veblen, whose ideas about the American university took shape at the University of Chicago in the 1890's and were later published in *The Higher Learning in America* (1918), asserted that, at most, "the work of teaching properly belongs in the university only because and in so far as it incites and facilitates the university's main work of inquiry."

Indeed, the idea of the incompatibility of teaching and research was commonplace among many of the founders of American universities, as well as among the first American-trained Ph.D.'s such as Veblen. But whereas many came to that opinion because they cared passionately about the cause of research and not a hoot about undergraduate instruction, today's "incompatibilists" have reversed these priorities, believing that overinvolvement in research and publication has undermined the quality of teaching.

The "incompatibility" idea failed the first time around. By the time the Johns Hopkins University opened in 1876, its trustees had scuttled the early plans of president-designate Daniel Coit Gilman for an "entirely new university" that would exclude undergraduates and their attendant "distractions." Clark University, at the insistence of its president, the psychologist G. Stanley Hall, opened in 1889 to graduate students

only, but five years later reversed itself and began accepting undergraduates.

Talk at Harvard and Columbia Universities in the 1890's about sending their undergraduates to the country so that faculty members could get on with the "real business" of the university—remained talk. Presidents Charles William Eliot and Nicholas Murray Butler opted for the tensions of a multipurpose university over neatness, relying on what the historian Laurence Veysey has described as American higher education's historical "tendency to blend and reconcile."

Thus, undergraduate teaching and research, if not wholly compatible, have coexisted on American university campuses for a century. Yet the past does not necessarily determine the future. Perhaps, as some now argue, the estrangement of teaching and research is already so far under way on some university campuses that only institutional acknowledgment is needed to seem to run strongly in that direction. Yet before junking once and for all the idea, or ideal, that research and teaching can be compatible, even mutually reinforcing, we should review the evidence supporting the incompatibilists' argument.

THEIR ARGUMENT rests on two kinds of evidence. The first is the observation of academic folkways as revealed at conferences, in disciplinary journals, and in public commentary. Most of those doing the observing are critical outsiders (such as Bennett, D'Souza, Kimball, and Sykes) or unsympathetic "participant observers" (such as Bloom, Smith, and Wilshire). Many bring to their observations major research universities for being bastions of "politically correct" orthodoxies. Such political baggage does not make the observations of these critics dismissible, but it does qualify any claims to objectivity.

The second and seemingly more objective evidence upon which the incompatibility case rests are a series of national surveys of the American professoriate conducted in 1969, 1977, 1984, and 1989 by the Carnegie Foundation for the Advancement of Teaching. The most influential analyses of those data have been provided by Everett Carl Ladd, Jr., and Seymour Martin Lipset in their 1975 book, *The Divided Academy: Professors and Politics*, and, more recently, by the foundation's president, Ernest L. Boyer. Mr. Ladd's analysis of the 1977 survey of 4,383 respondents, published in 1979 as "The Work Experience of American College Professors: Some Data and an Argument" (Current

Issues in Higher Education, 1979), anticipated many of Mr. Boyer's conclusions in *College: The Undergraduate Experience in America* in 1987 and in *Scholarship Reconsidered: Priorities of the Professoriate* in 1990.

Their principal conclusions are similar in substance and sweep: Few faculty members nationwide actively engage in scholarly research or ever publish anything; many who do publish are in some measure coerced into it by tenure requirements; and most faculty members prefer to concentrate their energies on teaching, not research, and believe that teaching effectiveness, not publication, should be the primary criterion for promotion.

HOWEVER IMPRESSIVE in its mass and careful in its presentation, the statistical evidence they muster to support these conclusions does not lead inevitably to them. A case in point: The often-linked statistics about faculty publishing patterns—55 per cent have never published a book, 22 per cent have never published in a professional journal, and almost 30 per cent "are not now engaged in scholarly research that will lead to publication"—do not require the often-inferred conclusion that most faculty members don't ever publish anything.

For these statistics to be argument clinchers, much disaggregation is necessary. For example, relatively few science-faculty members, even those most active in research, publish books. Yet science-faculty members made up a quarter of the Carnegie samples. Similarly, even faculty members who become prolific publishers need some time beyond completing their Ph.D.'s to reach print. Yet almost 40 per cent of all faculty members in the 1984 sample did not have Ph.D.'s in hand. Among liberal-arts-college faculty members, the figure was 50 per cent.

To borrow a phrase from the incompatibilists' favorite professor, William James, the compatibility of teaching and research remains a "live question." My own research into the scholarly activities of faculty members at two dozen selective liberal-arts colleges supports the conclusion that, at those institutions at least, the marriage of teaching and research is alive and well. Although the precise nature of the relationship varies from campus to campus, all have faculty researchers and "scribblers"—in numbers, in a variety of disciplines, across generations—who are attending effectively and energetically to their teaching.

Moreover, support exists for the cheering notion that faculty members who maintain research and publishing agendas are more likely to remain effective teachers. Senior professors who were identified by external reviewers as being among a college's most active scholars also were more likely to be ranked among the most effective teachers than were senior professors with little or no scholarly record. (The ratings of teaching were made by deans who had not seen the rankings of scholarly productivity.)

To be sure, my research focuses on selective liberal-arts colleges, not on research or doctorate-granting universities or on less-selective four-year institutions. But given the traditional emphasis that selective liberal-arts colleges have placed on undergraduate teaching, their unmatched record in producing graduates who go on to become academics, and their recent success in attracting and retaining active scholars, these institutions are precisely where we need to look. For if faculty members in sufficient numbers are both effective teachers and productive scholars on these campuses, there would seem to be no inherent incompatibility in the teaching-research relationship.

Until we find conclusive evidence of incompatibility, we may regard recent reports of the permanent estrangement between teaching and research as premature, as localized phenomena, as the wishful thinking of administrators uncomfortable with ambiguity, or as jeremiads, well intended but wrong-headed.

Robert A. McCaughey is professor of history and dean of the faculty at Barnard College.



THE CHRONICLE

of Higher Education.

August 12, 1992 • \$2.75
Volume XXXVIII, Number 49

Quote, Unquote

NOTICE
The next issue of The Chronicle, dated August 26, will be mailed August 21.

News Summary: Page A3

"It's like an issue to win with, rather than an issue to do anything about."

A dean, on President Bush's education agenda: A19

"Who else ever stood up before and said: 'Education is important and I feel responsible even though I'm responsible for only 5 per cent of the funding.'"

A university president, who is an advisor to the President: A19

"Many of my students know more about President Bush via Danu Carvey's 'Saturday Night Live' impersonations than they do from news accounts."

A communications professor, on TV's effect on politics: B1

"People are realizing that when we get to the other side of this recession, it isn't going to be business as usual."

Vice-president of the American Association for Higher Education: A25

"Every summer I wonder what is the fate of the African-American males on my campus. I tell the young men to be careful and come back. Anybody could want to take them out."

An assistant dean of freshmen: A27

"There's no life there. I didn't want to get caught in the crossfire. It's not too exciting here, but at least I'm not dodging bullets."

A senior at the U. of Iowa: A27

SECTION 1	PAGES A1-40
Athletics	A30
Business & Philanthropy	A25-28
Gazette	A33
Fact File	A30
Government & Politics	A18-23
Information Technology	A15-17
International	A31-32
Personal & Professional	A13-14
Scholarship	A8-12
Students	A27-29
SECTION 2	PAGES B1-40
Bulletin Board	B4-39
Opinion, Letters	B1-9



Bush's Education Record

Page A19

ANNOUNCING THE CREF GLOBAL EQUITIES ACCOUNT for SOUND RETIREMENT INVESTING



WE'VE PUT A NEW SPIN ON INVESTING WITH TIAA-CREF

At TIAA-CREF, our goal has always been to make your retirement dollars go farther. Now, they can go as far as London, Frankfurt or Tokyo—or anywhere else in the world where financial opportunities seem promising—with our new CREF Global Equities Account.

THE CREF GLOBAL EQUITIES ACCOUNT EXPANDS THE HORIZON FOR RETIREMENT SAVINGS.

The CREF Global Equities Account is an actively-managed portfolio of both foreign and domestic stocks selected for diversity and growth potential. As part of a wide range of annuity and investment alternatives already offered by TIAA-CREF, it can increase your ability to create a more balanced, well-rounded retirement plan. While returns may vary over time, the CREF Global Equities Account is based on CREF's already-existing strength and the long-term approach to investing that has made TIAA-CREF America's preeminent pension organization.

WHEN IT COMES TO FOREIGN INVESTING, WE'RE ON FAMILIAR GROUND.

We've been speaking the language of foreign investing for nearly twenty years. That's when we pioneered investing pension funds on an international level. All those years of research,

market analysis and cultivation of regional contacts have given us special insight into the risks and rewards of today's global marketplace.

DISCOVER MORE ABOUT OUR NEW GLOBAL EQUITIES ACCOUNT.

The CREF Global Equities Account is offered through your TIAA-CREF retirement annuities, subject to the provisions of your employer's retirement plan. It is automatically available for TIAA-CREF Supplemental Retirement Annuities (SRAs).

To find out more about the CREF Global Equities Account or TIAA-CREF's other annuity and investment alternatives, send for our free brochure. Or call 1 800-842-2776.

You'll find that at TIAA-CREF, our world revolves around helping you build a secure and rewarding future.

SEND FOR OUR FREE BOOKLET

The CREF Global Equities Account—A World of Opportunity and learn more about this exciting new CREF Account. Mail this coupon to: TIAA-CREF, Dept. GC, 730 Third Avenue, New York, NY 10017. Or call 1 800-842-2776.

Name (Please print) _____

Address _____

City _____

State _____ Zip Code _____

Institution (Full name) _____

Title _____

Daytime Phone () _____

TIAA-CREF Participant

☐ Yes ☐ No

If yes, Social Security # _____



Ensuring the future for those who shape it.™

CREF certificates are distributed by TIAA-CREF Individual and Institutional Services. For more complete information, including charges and expenses, call 1 800-842-2733, ext. 5509 for a prospectus. Read the prospectus carefully before you invest or send money.

This Week in The Chronicle

August 12, 1992

Scholarship

SOCIOLOGY: IS GLASS HALF EMPTY OR HALF FULL?
Questions about the discipline's health and future direction have hit with particular force of late: A6

PIERRE BOURDIEU TRANSLATED
A French social theorist is one of the hottest tickets in U.S. sociology: A6

Center at U. of N.C. will document Southern life: A6
Duke seminar on academic freedom and the church: A6
Hot Type: A10
122 new scholarly books: A10

Personal & Professional

RETRAINING ILL-PREPARED TEACHERS
A workshop to help physics teachers improve their instruction is part of an effort to retrain teachers in mathematics, science, and other subjects: A13

BAR ASSOCIATION REPORT CRITICIZES LAW SCHOOLS
The ABA says the schools are slighting clinical education and ethical concerns: A14

'MURDER MOST FOUL'
A conference on the Lizzie Borden murder case drew a host of scholars and non-academic "Lizzie" buffs: A5

Two former Penn. State U. bookstore officials arrested: A4
Bank merger is a boon to Everett Community College: A4
Anita Hill cancels a university appearance: A6
Dallas Institute of Funeral Services under investigation: A5
'Life Force' sculpture installed at Columbia U.: A5
U. of Kentucky employees can turn to Elder Care: A13
Broward Community College opens a grammar hotline: A13
Custodians at U. of Illinois take late-night classes: A13

Information Technology

PRAISE AND CRITICISM FOR PROJECT GUTENBERG
The venture aims to distribute a trillion electronic copies from a collection of 10,000 books by 2001: A15

High-school math students move to a higher plane: A16
New publication to examine electronic publishing: A15
Computer group endorses method for naming viruses: A16
Access system blocks unauthorized diners: A16
X-rays are digitized and added to data base: A16
Future teachers connect with handicapped: A16
Students get boost with on-line instruction: A16
Ten new computer programs; eight new optical disks: A17

Government & Politics

ASSESSING THE PRESIDENT'S EDUCATION RECORD
College officials, while agreeing that Mr. Bush got off to a fast start, differ over the effect of his leadership and his goals and tactics: A18

SYSTEMATIC CHANGE FOR THE NATION'S COLLEGES
The Education Commission discussed radical approaches to solving higher education's problems: A20

GOVERNORS TAKE AIM AT JOB TRAINING
A report says two-year colleges should take a more active role in helping adults improve their skills: A21

\$650-MILLION FOR THE SSC IN FISCAL 1993
The Senate gave the massive accelerator's backers a big win by voting to continue support: A21

EDUCATION DEPT. MAY PENALIZE 85 INSTITUTIONS
Default rates could lead dozens of colleges to lose their eligibility for aid programs: A23

Governors reaffirm their collegiate loyalties: A19
New debate over the space station: A19
Judge says Mich. prepaid-tuition program can be taxed: A20
Mo. voters earmark lottery proceeds for education: A20
Protests greet closing of program in Boston: A20

THIS WEEK'S HIGHLIGHTS

U.S. Moves on Default Rates

The Education Department said it might eliminate 65 non-profit institutions from all federal student-aid programs: A23



William D. Hansen of the Education Department

Sociologists Question the Field's Vitality and Direction

Department closings and cutbacks put members of the discipline on guard: A6



Sen. Dale L. Bumpers, Democrat of Arkansas

For Some, College Is a Refuge

Some black and Hispanic students stay on campus, seeking a summer haven from violence of the inner city: A27

Jeffrey Lawrence, a senior at the U. of Mass. at Amherst



ERIC POGGIO/PHOTO

Business & Philanthropy

TOTAL QUALITY MANAGEMENT IN ACADEME
Some colleges adopt the approach to deal with soaring costs and demands for accountability: A25

Company will survey colleges on their investments: A25
New fellowship program to help evangelical Christians: A26
U. of Miami hopes former coach brings home the gold: A26
Napa Valley wine makers help the U. of Cal.: A26
College's spelling bee attracts corporate donors: A26
Foundation grants; gifts and bequests: A26

Students

THE COLLEGE CAMPUS AS SAFE HAVEN

■ Administrators say some black and Hispanic students don't want to go home for the summer because they fear the violence of inner-city life: A27
■ After being shot, a Queens teen-ager understands why some choose to stay at college in the summer: A28

U. of Tulsa teaches students about political elections: A4
Students use Legos to learn engineering: A4
Teach for America faces \$2.5-million deficit: A4
Enrollment at black colleges rose in 80's, report says: A27
Guides provide information to plan a campus visit: A27



Bush's Education Record: Praise and Skepticism: A19

The Cover: The President greets delegates to the College Republicans Convention at a hotel in Washington in June.

Athletics

NCAA RELEASES DATA ON GRADUATION RATES

Prodded by the prospect of a federal law that takes effect next year, the association made the information public on a college-by-college basis: A30

NCAA puts U. of Texas-Pan American on probation: A30
Football coach at Newberry College quits over résumé: A30

International

AMERICAN STUDENTS IN ISRAEL

A program at Wilberforce U. gave several students a glimpse of the Jewish people and their culture: A31

BRAZIL'S EDUCATION MINISTER QUILTS

José Goldemberg resigned over what he called unbearable political pressures: A32

BRITISH GOVERNMENT REJECTS FACULTY PAY RAISE
Government officials condemned a 7-per-cent increase and are refusing to help pay for it: A32

UNIVERSITY CONSOLIDATION PROPOSED IN PERU

The country's 52 institutions are "duplicating bureaucracy and conflicts," an official charges: A32

A directory for exchanges with East Central Europe: A31
U.S. sponsors meetings on education standards: A31

Opinion

CONTROVERSIES AT UNIVERSITY PRESSES

A natural tension exists between the desire to publish cutting-edge works and pressures not to upset the academic status quo. Point of View: A40

HOW TO WATCH A SOUND BITE

Students need to study how TV has turned the democratic process into a three-ring circus: B1

Foot-
notes

Elvis, Martin Luther King, Jr., and the Civil War are some of the topics that will be explored at the new Center for the Study of the South at the University of North Carolina at Chapel Hill.

The center will draw on several scholarly resources at the university, including the library's Southern Historical Collection and the Southern Folklife Collection. Also on the campus are the headquarters of the National Network of State Polls, which collects and indexes polls from 38 states.

No other institution has as many data bases, manuscripts, and other holdings documenting the region, or as many faculty members engaged in analysis of the South, says John Shelton Reed, interim director of the center. "Since anyone who is doing serious scholarship about the South eventually passes through Chapel Hill, it seemed logical to us to establish this center here," he says.

The center plans to publish a new journal, *Southern Cultures*, beginning in 1993. Written for a general audience, the journal will include essays on Southern architectural history and the politics of faith in the South, among other subjects.

Mr. Reed says the center's activities will be "complementary" to those of the Center for the Study of Southern Culture at the University of Mississippi. "Their emphasis is on folklore, anthropology, and literature, especially Faulkner," says Mr. Reed, a professor of sociology who serves on the advisory board for Mississippi's center. "Ours will be more focused on historical topics, the social sciences, and policy. I don't see us as fishing in the same ponds."

This fall Duke University will hold a seminar on academic freedom and the church.

The two-day conference, which will be structured as a debate on the role of academic freedom in the teaching of religion, features a cast of top scholars from the university and its divinity school—including Elizabeth A. Clark, professor of religion and the current president of the American Academy of Religion; Stanley Fish, professor of English; and Stanley Hauerwas, professor of theological ethics.

Plus one guest star: the Rev. Charles E. Curran, a professor of human values at Southern Methodist University. Father Curran, who some years ago tangled with both the Vatican and administrators at the Catholic University of America over his right to dissent from Roman Catholic doctrine in his teaching and research on moral theology, has firsthand experience with the topic of academic freedom and the teaching of religion.

Sieve Long, director of the divinity school's continuing-education center, which is organizing the conference, said of the outsider's presence on the panel: "We didn't want to let the Duke people off too easy."

Scholarship

Sociologists Confront Questions
About Field's Vitality and Direction

Department closings and cutbacks put members of discipline on their guard

By Ellen K. Coughlin

DISCUSSIONS about the current health of sociology call to mind the old conundrum about whether the glass is half empty or half full.

One sociologist looks at the profusion of subjects encompassed by his field and sees in it a "peaceful pluralism"; another sees an unruly collection of "little baronies."

Some take pride in the fact that sociology has given birth to many new intellectual fields, such as criminal justice, social work, and survey research. Others suggest that the succession of spinoffs may have left the discipline without a clear intellectual core.

A Few Departments Have Closed

Job listings in the field in 1991 were down from 1990, but up from five years ago. Enrollments at all levels are way down from the early 1970's, but moving up from the mid-80's. A few departments have closed; new ones have opened.

Differences such as those are not unusu-

al in any discipline, but questions about its vitality and direction seem to have hit sociology with particular force of late.

A Sense of Vulnerability

In the past several years, at least two sociology departments at major universities closed and two others were threatened with serious reductions in force. Although those numbers are small, the skirmishes have left many sociologists feeling vulnerable and defensive about the field's reputation.

Sociology is not where it was in its heyday in the late 1960's and early 70's, when enrollments were booming and graduate students were flocking to the field with the hope of solving the world's problems; the department closings have underscored nagging questions about what has become of the discipline and where it is headed.

Still, most sociologists contend that, while the discipline may be going through a troubled time, or at least a period of self-

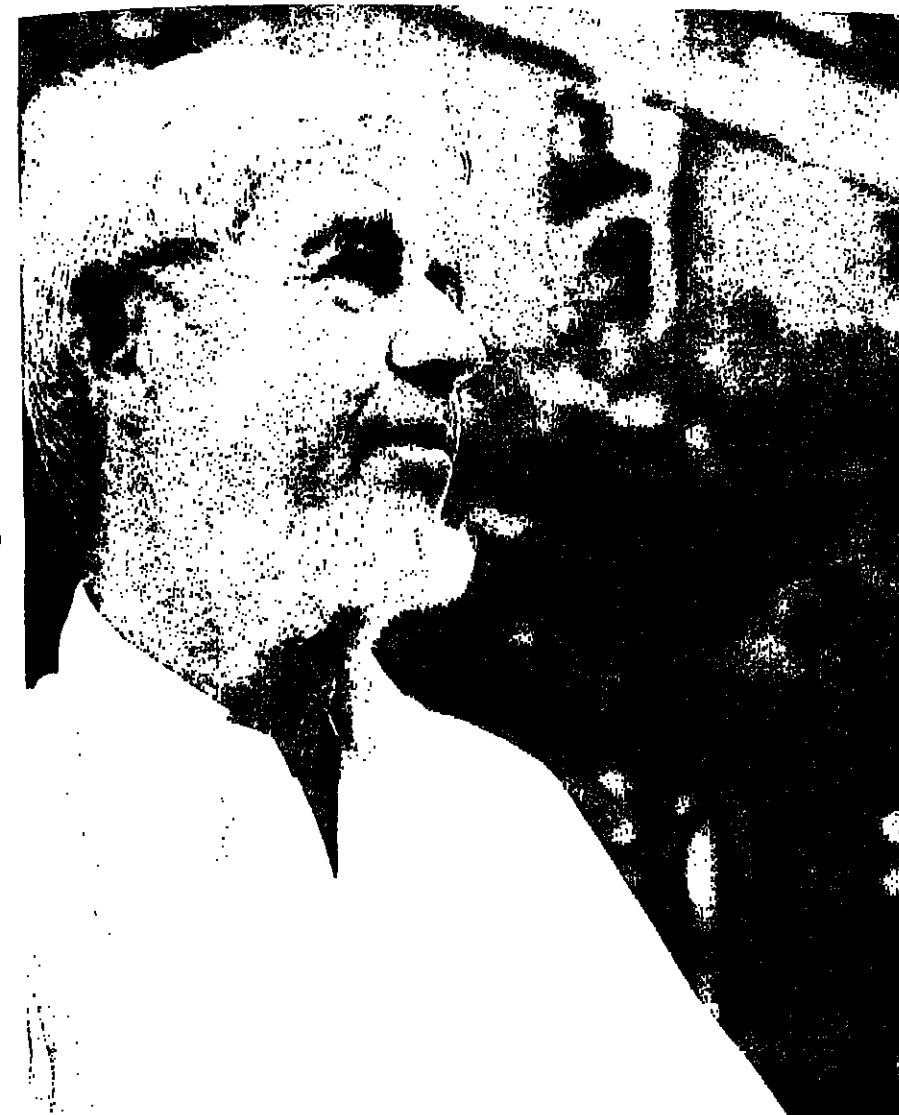
scrutiny, it is not in real trouble. They point to departments that are strong—those at the Universities of Chicago, Michigan, and Wisconsin, among them—and to areas of research that are flourishing.

Scholars cite economic sociology and the sociology of culture, among others, as relatively new areas of study that are generating excitement. Demography and the study of organizations are long-time strengths of the discipline, and the study of social stratification, traditionally one of its central focuses, has become even more vigorous, some researchers say, with the new attention in academe to issues of race, class, and gender.

Many Report Increasing Demand

Many note that their courses are in increasing demand, and others that the caliber of their graduate students is improving. No one believes that sociology is in danger of self-destructing.

"There's no question that there are



Herbert J. Gane of Columbia U.: "It's a competition for scarce resources. The only solution is to have unlimited resources."

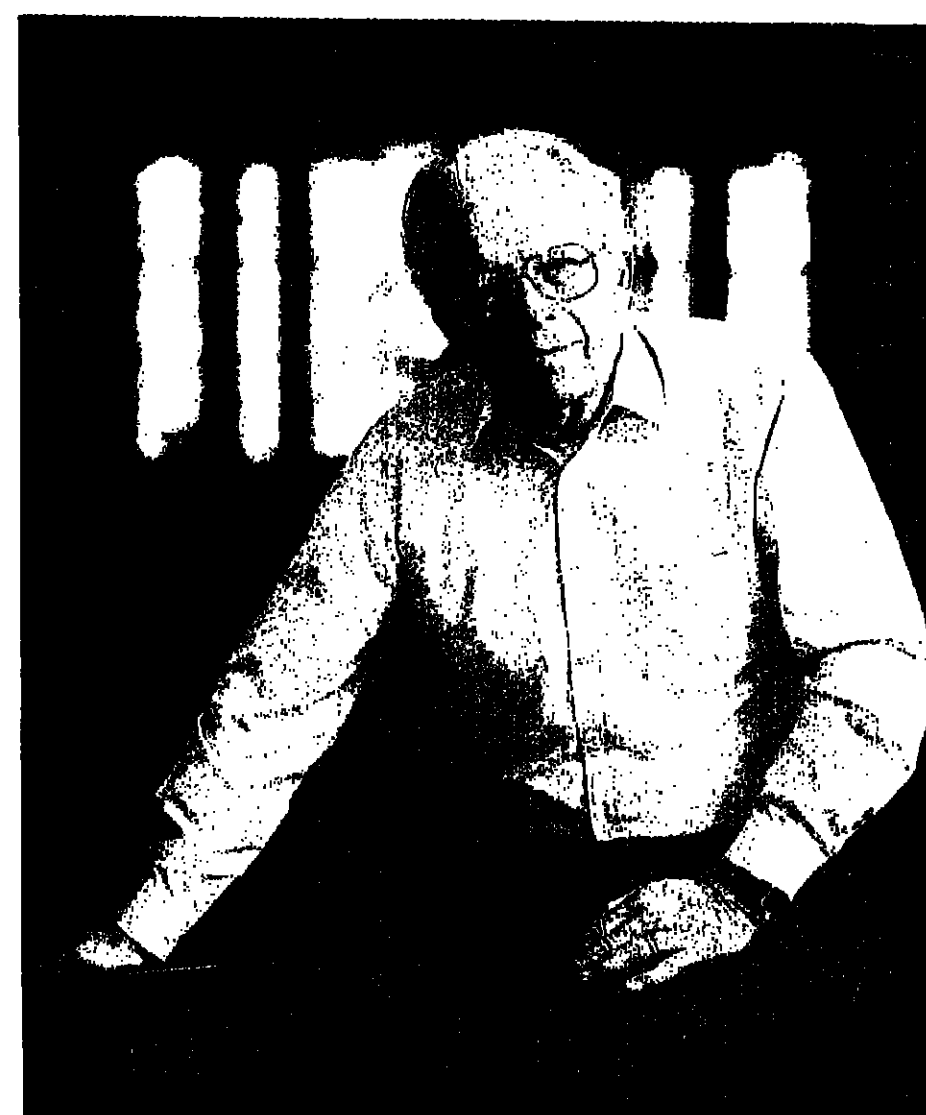
problems in the field," says George Ritzer, professor of sociology at the University of Maryland at College Park. "But I don't think they are problems that represent the imminent demise or dissolution or decline of sociology."

Shoring Up Defenses

In 1986, the University of Rochester shut down its sociology department. In 1990, Washington University in Saint Louis followed suit, closing what had once been one of the most prestigious programs in the country. This past year, the sociology department at Yale University was threatened with a 40-per-cent reduction in faculty positions. The department at San Diego State University is in danger of losing seven tenured professors.

Each of those cases has its own particular story that cannot be generalized to the discipline at large. Rochester's was a very small department; the one at Washington University had had a troubled history. The proposed cutbacks at Yale were roundly rejected by the faculty and are now indefinitely on hold. Those at San Diego State are part of a package of budget cuts that threaten the elimination of nine departments and the reduction of some half-dozen others.

Collectively, however, those incidents have put sociologists on guard. Many bits of evidence point to an increasing awareness that the discipline needs to shore up its defenses, especially in an era of academic belt tightening. The program at last year's annual meeting of the American Sociological Association included a session on strengthening the position of sociology



Neil J. Smelser of Berkeley: "The field has never totally made up its mind whether it wants to be primarily a science or an agent of social reform and criticism."



George Ritzer of the U. of Maryland at College Park: "I don't think there are problems that represent the imminent demise or dissolution or decline of sociology."

A LITTLE BOURDIEU INDUSTRY

For French Sociologist's Books, a Flurry of New Translations

When sociologists are asked to list the leading social theorists at work today, one name that always crops up is Pierre Bourdieu.

Mr. Bourdieu, professor of sociology at the Collège de France, is one of the hottest tickets in the field just now, due in no small part to a flurry of recent English translations of many of his books. Of his dozen or so works now in print in the United States, eight have been published in the last three years.

"There is a little Bourdieu industry afoot," says Douglas Mitchell, social-sciences editor at the University of Chicago Press.

A Growing Following

Much of the activity is taking place at Stanford University Press, which has brought out six books by Mr. Bourdieu since 1988 and has at least one more in the works.

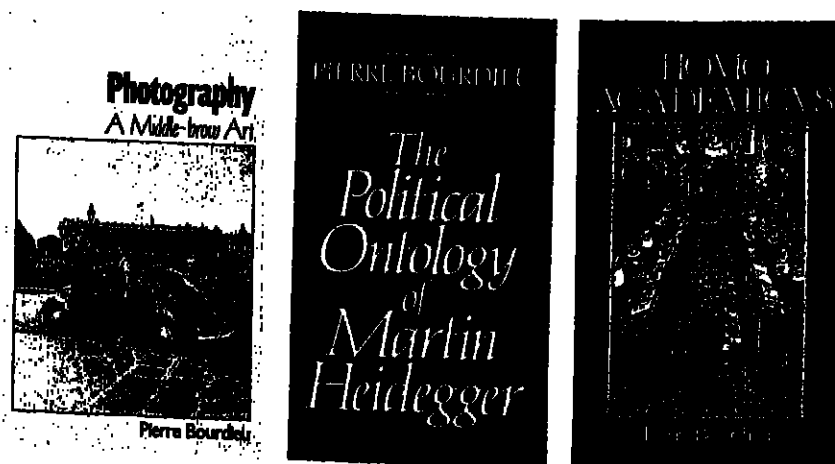
"He has a growing following among sociologists," says Helen Tartar, humanities editor at the Stanford press. "There's a lot of competition for his books."

Mr. Bourdieu was not unknown to American scholars before the recent rush to publish him began. He has been one of France's leading sociological researchers for nearly three decades. He helped found the Center for European Sociology at the School for Advanced Studies in the Social Sciences in Paris in the mid-1960's.

He is a prolific author with more than two dozen books to his name and pub-

lished articles that number in the hundreds.

His first book, *The Sociology of Algeria*, was published in the United States by Beacon Press in 1962. Two of his key works have been in print in this country since the late 1970's—*Outline of a Theory of Practice* (Cambridge University Press) and *The Inheritors: French Students and Their Relation to Culture*.
Continued on Page A8



Sociologists Confront Questions About Discipline's Vitality

Continued From Preceding Page

explains that, over its history, sociology has moved through successive periods in which one paradigm or viewpoint was relatively predominant—positivism in the 20's and 30's, for example, and functionalism in the 50's. In the 1960's, a number of new or revived approaches—neo-Marxism, microsociology, social psychology—challenged the dominance of any one paradigm. Out of that has grown what Mr. Smelser calls a "peaceful pluralism."

"A lot of the best sociology is done outside traditional sociology departments. It's not obvious what the core is anymore."

politics," he says, "but of a generally accepted idea that there is a variety of legitimate approaches and subjects—a kind of catholicism."

Others, however, see dangers in letting a hundred flowers bloom.

"The field has, in a way, fallen apart into a bunch of little segments that are independent, or semiautonomous," says Richard F. Hamilton, professor of sociology and political science at the Ohio State University. "They chart their own directions, and they can be their own judges as to what constitutes compelling evidence. That means they can become little baronies or principalities."

"To the extent that that happens," he adds, "it's no longer an integrated field with agreed-upon standards."

Identity Problems

Adding to the appearance of fragmentation is a long-standing split in the field between those who focus on quantitative or empirical research and those whose work is of a more humanistic bent—although, in the words of Herbert J. Gans, "the quantitative people have always been top dog." While the discipline as a whole lives peaceably enough with that division, it is a source of differing visions of what sociology ought to be, and it has been known to cause serious dissension in some departments.

"It's a competition for scarce resources," says Mr. Gans, professor of sociology at Columbia University. "The only solution is to have unlimited resources."

The diffuseness of the discipline has led some outsiders to wonder whether sociology any longer has a discernible intellectual focus.

"A lot of the best sociology is done outside traditional sociology departments," says Brian J. Thompson, provost at the University of Rochester. "It's not obvious what the core is anymore."

Sociologists mostly bristle at such a suggestion, but many acknowledge that the field does have an identity problem, arising, to a degree, out of the nature of sociology itself.

Sociology was the last of the social sciences to become institutionalized, with separate departments, an association, and scholarly journals of its own, says Mr. Smelser of Berkeley. As a result, he says, "it has always looked toward what spaces on the map it could fit into."

What's more, he adds, "the field has

never totally made up its mind whether it wants to be primarily a science or an agent of social reform and criticism."

What Is the External Market?

William Form, a professor of sociology recently retired from Ohio State and a former editor of the *American Sociological Review*, says sociologists do not have close-enough connections to what he calls an "external market."

"When you look at political science," he says, "it has a niche, a market—it's government. Economics has business. Psychology has clinical practice. They have an external, applied market. What is the external market for sociology? When you ask, 'What is its external institutional support and concern and focus?' you don't come up with a good answer."

Some people outside and inside the field are also asking whether the current generation of sociologists is producing intellectual leaders with the kind of broad influence that the late Talcott Parsons, of Harvard University, and a few others like him enjoyed. While sociologists are quick to name leading scholars in the field—James S. Coleman of the University of Chicago and Seymour Martin Lipset at George Mason University, among others—they acknowledge that nowadays most of the field's stars make their reputations in particular specialties.

"It used to be that, if you were the great theorist, everybody would bow to you,"

says Mr. Form. "The last time that happened was with Parsons."

In fact, some suggest that intellectual leadership in social theory—an area that has the potential for broad impact in the discipline—has shifted from the United States to Europe, to thinkers such as Pierre Bourdieu in France, Anthony Giddens in England, and Jürgen Habermas in Germany.

Whatever factors may be contributing to sociology's real or perceived problems, its situation is not so different from that of

"It's not a vigorous or vicious period of polemics, but of a generally accepted idea that there is a variety of legitimate approaches and subjects—a kind of catholicism."

other social sciences. Political science, anthropology, and psychology all have a large number of subspecialties. All the social sciences, with the exception of economics, have significant segments of both quantitative and qualitative researchers. A number of geography departments have closed in recent years; the anthropology department is among those slated for elimination at San Diego State. The social sci-

ences enjoy comparable levels of research support (some would say comparably low). Why, then, the questions about sociology?

Many sociologists suggest it is a problem of perception. Perhaps because of their own failure in public relations, they say, people outside academe lack a firm sense of what sociology is. Academe has a clearer understanding of the field, but, even there, misperceptions can intrude.

"Sociology has a natural tendency to become associated with politically charged issues," says Gardner Lindzey, a psychologist and former director of the Center for Advanced Study in the Behavioral Sciences. "That does create problems. Some view sociology as a refuge for the radical academic left."

Judging Academic Departments

Perceptions aside, some threats to sociology are real. Universities' budget difficulties will not soon disappear, and many institutions will be looking for ways to restructure their programs.

Joan N. Huber, provost at Ohio State and a former president of the sociological association, says that, when it comes to budget cuts, administrators typically judge academic departments by their quality, by student demand for their courses, and by their "centrality"—the degree to which the courses they offer are required of students majoring in other fields.

"Math and English composition are the only truly central disciplines," Ms. Huber says. "Sociology would come about in the middle."

Scholarship

Scholarship

FELLOWSHIPS AND AWARDS

American Academy of Arts and Sciences

CAMBRIDGE, MASS. The academy has announced the winners of its Talcott Parsons Prize for Social Science and its Rumford Prize in science. Each award is given every three or four years.

Daniel Bell, Harvard U. (emeritus): for research on culture and social structure, social forecasting, the consequences of technological innovation, and the role of ideas and ideologies.

George Feher, U. of California at San Diego; Joseph J. Katz, Argonne National Laboratory; and James R. Norris, U. of Chicago: for research into the process of photosynthesis.

American Geophysical Union

WASHINGTON The union has announced the eight winners of its 1992 awards.

Stanislav Braginetsky, U. of California at Los Angeles: for original research and technical leadership in geomagnetism, atmospheric electricity, aeronomy, and related sciences.

Charles S. Cox, Scripps Institution of Oceanography: for significant original contributions to understanding physical, geophysical, and geological processes in the ocean.

Earl B. Doseret, American Geophysical Union: for extraordinary service to geophysics.

Eric Hume, U. of Washington; David G. Siegel, the Johns Hopkins U.; and Terry G. Wallace, U. of Arizona: for significant contributions to the geophysical sciences.

Luna B. Leopold, U. of California at Berkeley: for outstanding contributions to the geophysical aspects of hydrology.

Alfred O. C. Nier, U. of Minnesota: for outstanding contributions to fundamental geophysics.

Crafoord Prize

The Royal Swedish Academy of Sciences has announced the winner of the 1992 prize. It carries a \$360,000 award, and is given annually in fields of science not covered by the Nobel Prizes.

Adolf Schindler, Yale U.: for research in geology and geophysics, especially for work in interpreting trace fossils.

Grawemeyer Awards

LOUISVILLE, KY. The University of Louisville has announced the winners of the annual awards established by the Kentucky industrialist Charles Grawemeyer. Each award is worth \$150,000.

John Cobb, Jr., Claremont Graduate School, and Herman Daly, World Bank: *For the Common Good: Redirecting the Economy Toward Community, the Environment, and a Sustainable Future* (Beacon Press, 1989); and Samuel P. Huntington, Harvard U.: *The Third Wave: Democratization in the Late Twentieth Century* (University of Oklahoma Press, 1991): for books contributing to the idea of world order.

Carol Gilligan, Harvard U.: for research on gender differences in psychological development.

Ralph Harper, the Johns Hopkins U.: *On Presence: Variations and Reflections* (Trinity Press International, 1991): for an important book on religion. (This award is administered jointly by the Louisville Presbyterian Theological Seminary and the University of Louisville.)

Krzysztof Penderecki, Kraków, Poland: for his music composition "Adagio for Large Orchestra."

National Science Foundation

WASHINGTON The foundation has announced the winners of its Alan T. Waterman Award, given annually to a young researcher, and its Vannoy Bush Award, presented periodically for contributions to science and technology significant to the national welfare.

Shrinivas R. Raghunath, California Insti-

Ramón Gutiérrez, U. of California at San Diego—*When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford University Press); for an author's first book on some significant phase of American history.

Daniel Walker Howe, U. of California at Los Angeles—*The Evangelical Movement and Political Culture in the North During the Second Party System* (The Journal of American History, March 1991) and Nancy MacLean, Northwestern U.—*The Leo Frank Case Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism* (The Journal of American History, December 1991); best scholarly article published in the *Journal* in the preceding calendar year.

Richard W. Leopold, Northwestern U.: for distinguished service to the OAH as president and as a long-standing member.

Margaret T. McFadden, Yale U.—*"America's Boyfriend Who Can't Get a Date": Gender, Race, and the Cultural Work of the Jack Benny Program, 1932-1946*; best essay in American history

by a graduate student; to be published in a forthcoming issue of *The Journal of American History*.

Donald R. Riehl, U. of Georgia—*Frederick Douglass (W. W. Norton & Company)*; most original book on the coming of the Civil War, the Civil War years, or the Reconstruction era, with the exception of works of purely military history.

Donald Riehl, U. S. Senate Historical Office—*Press Gallery: Congress and the Washington Correspondents* (Harvard University Press); best book written by a historian connected with federal, state, or municipal government.

David Roediger, U. of Missouri at Columbia—*The Wages of Whiteness: Race and the Making of the American Working Class* (Verso); best book in social history published in the preceding two years.

Rickie Solinger, City U. of New York—*Wake Up Little Susie: Single Pregnancy and Race in the pre-Roe v. Wade Era, 1945-1965*; best doctoral dissertation in U. S. women's history.

Richard White, U. of Washington—*The Middle Ground: Indians, Empires, and*

Republics in the Great Lakes Region, 1650-1815 (Cambridge University Press); and Ramón Gutiérrez U. of California at San Diego—*When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford University Press); best book dealing with the history of race relations in the United States.

Tyler Prize for Environmental Achievement

LOS ANGELES The University of Southern California has announced this year's winners of the annual Tyler Prize. The winners will share \$150,000.

Pony L. McCarty, Stanford U.: for achievements in environmental engineering that have led to protection of the earth's water resources.

Robert M. White, president, National Academy of Engineering: for leadership in designing institutional mechanisms for monitoring global climate change.

Pierre Bourdieu: Flurry of New Translations of French Scholar's Work

Continued From Page A6

written with Jean-Claude Passeron (University of Chicago Press).

Mr. Bourdieu is known for the breadth of his research. He has done anthropological field work in Algeria and analyzed cultural practices in France; he has studied schools, art museums, photography, and the academic life. His ideas have been influential in anthropology, education, history, literary studies, and philosophy, as well as in sociology. His work is regarded as an unusually successful blend of theory and empirical research, and of objective and subjective approaches to his topics.

He is perhaps best known among American sociologists for developing the concept of "cultural capital"—the idea that social inequality is determined not only by differences in income or economic capital, but also by the relative ease with which one is able to fit into the dominant culture.

Among his key books are *Reproduction in Education, Society and Culture*, an analysis of the role of schooling in social stratification; *Distinction: A Social Critique of the Judgment of Taste*, a close analysis of social and cultural differences among French people; *The Logic of Practice*, an outline of his social theories; and *Homo Academicus*, a critique of French intellectual life.

A Full Scope of Ideas

"He's one of the two or three greatest sociologists living today," says Paul DiMaggio, professor of sociology at Princeton University. "The question is not so much why he's being translated as, 'Why all of a sudden?'"

Different scholars supply different answers.

Loïc J. D. Wacquant, a junior fellow in Harvard University's Society of Fellows, says that, because pieces of Mr. Bour-

dieu's work have been influential in so many different disciplines, few have been able to appreciate the full scope of his ideas.

"Each field has fastened on a specific Bourdieu," he says.

Mr. Wacquant has just published a book with Mr. Bourdieu, *An Invitation to Reflexive Sociology* (University of Chicago Press), that was written in English and intended to provide an American audience with an overview of Mr. Bourdieu's work.

Apparently Americans are not the only people in need of such a book; it is being translated into some 10 languages and was a best seller in France when it came out there in January.

The "little Bourdieu industry" in Amer-

ican publishing is not likely to wind down anytime soon.

According to Mr. Wacquant, Mr. Bourdieu has at least two works near publication—a massive study, written with a team of researchers in France, of the concept of social suffering; and a book tentatively titled *Male Domination*, which grew out of a long essay he wrote on the subject. He has also recently finished writing a study of the 19th-century French novelist Gustave Flaubert.

"By my count," says Mr. Wacquant, "he's published over 300 articles and 25 books. That was when I counted a year and a half ago. By now you can add another two books and 40 articles, probably."

—ELLEN K. COUGHLIN

Recent American Editions of Works by Pierre Bourdieu

Distinction: A Social Critique of the Judgment of Taste (Harvard University Press, 1984)

Homo Academicus (Stanford University Press, 1988)

In Other Words: Essays Toward a Reflexive Sociology (Stanford University Press, 1990)

Language and Symbolic Power (Harvard University Press, 1991)

The Logic of Practice (Stanford University Press, 1990)

The Love of Art: Surrogate Art Museums and Their Publics, with Alain Darbel and Bernard Schnapper (Stanford University Press, 1991)

Photography: A Middle-Brow Art, with Sheila (Stanford University Press, 1990)

The Political Ontology of Martin Heidegger (Stanford University Press, 1991)

Reproduction in Education, Society and Culture, second edition, with Jean-Claude Passeron (Basic Publications, 1990)

Symbolic Power (Stanford University Press, 1991)



METLIFE CAN GUARANTEE YOUR RETIREMENT INCOME FOR LIFE.

Whether you're just about to retire or have already done so, you have a new investment option for your retirement savings that you can't afford to overlook. MetLife.

Even if you've accumulated your retirement savings under another program, you can transfer to MetLife.

A MetLife Life Annuity guarantees 100% of your monthly retirement income, while traditional plans at most colleges and universities do not.

MetLife also offers investment options. For example: portfolios managed by Fidelity Management & Research Co.;

a social investment portfolio managed by the Calvert Group; and an environmentally screened portfolio managed by Ariel Capital Management, Inc. MetLife gives you more control over your investment choices.

MetLife has earned the highest available ratings for financial strength and claims-paying ability from all the major rating services.

And MetLife has the financial strength and stability that make us a benchmark in the industry.

For more information, please call us at: 1-800-638-2704 Ext. 5656.

GET MET. IT PAYS®


Terry Caesar writes about the things most academics keep out of print. His collection of rejection letters proves the point. Journal editors have repeatedly turned down his rueful, sometimes bitter, essays on the hypocrisies of academic life.

Several unpublished essays, as well as those that caused a stir when published in *Raritan* and *South Atlantic Quarterly*, are included in Mr. Caesar's new book, *Conspiring With Forms: Life in Academic Texts*, due out next month from the University of Georgia Press.

Mr. Caesar, who teaches English at Clarion University of Pennsylvania, is an outsider who analyzes the practices of a highly professionalized academic world. He evaluates the genres that literary critics ignore, that nonetheless play a crucial role in the academic derby: letters of recommendation, book acknowledgments, job applications. Other essays deal with his own professional invisibility as a white male and as a professor at a "second-rate university."

When it came to acknowledgments, Mr. Caesar had a problem. He couldn't offer feelgood thank yous when he criticizes them in a chapter of the book. So he settled on this: "In writing this book, I had no support from any agency or foundation. I had no grants, no fellowships. In addition, I had no released time or research help or funding of any kind from my university. Finally, the subjects of most of my chapters rather necessarily exclude students and more deviously exclude colleagues." He did thank his wife.

Mr. Caesar has worked up a second collection of academic essays that, he says, is

Hot Type

more biting than the new book. It includes a piece on rejection letters, including his own.

In 1980, **Farrar, Straus & Giroux** published a book called *Of Kennedys and Kings: Making Sense of the Sixties* by the former president of Bryn Mawr College. Praised for its dramatic portrait of the era, the book sold some 16,000 copies and went out of print in two years.

Flash forward to 1991 and the special Pennsylvania election for the U.S. Senate. In a surprising upset, **Harris Wofford**, the former college president, soundly defeated former U.S. Attorney General **Dick Thornburgh** for the seat.

Shortly after the election, the **University of Pittsburgh Press** began inquiring about reprint rights to *Of Kennedys and Kings*, which had never been released in paperback. Farrar, Straus & Giroux eventually sold the rights to Pittsburgh, and the press plans an October release.

"If the Vice-Presidential nomination had gone his way, we would have had it out overnight," says **Peter Oresick**, manager of marketing and promotion at the press. Mr. Oresick says the press was interested not only because of Mr. Wofford's new status in the state, but also because the book "had an enormous reputation as an important document of the

sixties." Even so, many libraries don't have a copy of the book, including the library at Mr. Oresick's own institution.

For the paperback edition, Mr. Wofford plans to write a new afterword, revisiting the era from the vantage point of the 90's. **Bill Moyers** will write an introduction. The press plans one of its largest press runs ever, between 10,000 and 15,000 copies.

Two other **Pittsburgh** books are in the news this summer. *The Battle for Homestead 1880-1892: Politics, Culture, and Steel*, by **Paul Krause**, and *"The River Ran Red": Homestead 1892*, edited by **David P. Demarest, Jr.**, both mark the 100-year anniversary of one of the country's most violent and dramatic labor strikes.

When the books were released last month during a series of events commemorating the strike, the city was struggling with a two-and-a-half-month strike by newspaper drivers that had shut down both *The Pittsburgh Press* and *The Post-Gazette*. Earlier this year, the city was hit by a bus drivers' strike and by a walkout at a grocery chain, all reinforcing Pittsburgh's image as a center of labor woes.

The timing of the books apparently couldn't have been better, at least for sales. The press reports that its total for July, buoyed by the Homestead books, was double that of June. "It certainly has been fortuitous for us," says **Catherine Marshall**, editor in chief of the press. "Anybody who wants to understand this region and the collapse of the steel industry really ought to go back and study Homestead."

Publishing

(Praeger Publishers; 232 pages; \$49.95). Considers North American and European cities' responses, respectively, to the U.S.-Canada Free Trade Agreement and the prospect of European economic integration.

EDUCATION

The Limits of Reason: Indeterminacy in Law, Education, and Morality, by John A. Eisenberg (Transaction Publishers; 184 pages; \$32.95). Uses a social version of physical science to challenge the feasibility of rational planning in such areas as moral education and penal reform.

Teachers and Critics: Urban School Reform and Teachers' Work Culture, by Dennis Carlson (Routledge; 320 pages; \$49.95 hardcover, \$15.95 paperback). Focuses on how teachers' unions have shaped their members' responses to the "back to basics" reform movement.

ENGINEERING

Robots for Shearing Sheep: Shear Mag-Is, by James P. Trevelyan (Oxford University Press; 320 pages; \$75). Discusses a research project that used robots to shear sheep.

FILM STUDIES

Cinema and Soviet Society, 1917-1989, by Peter Kenez (Cambridge University Press; 334 pages; \$39.95 hardcover, \$18.95 paperback). Analyzes the political uses of Soviet film making from the Revolution through the Stalinist era. *The Films of Nicolas Roeg: Myth and Mind*, by John Izod (St. Martin's Press; 310 pages; \$39.95). Draws on Jungian theory in a critical analysis of the work of the contemporary British director, whose films include *Walkabout*, *Don't Look Now*, and *Track 29*.

Lost London: The Movies, by Tony Williams (David Dell; 260 pages; \$46.95). Discusses U.S. and international film and, later, television adaptations of the American writer's work since 1913.

GEOGRAPHY

The Hispanic Homeland, by Richard L. Hornum (University of Oklahoma Press; 281 pages; \$29.95). Discusses the regional community formed by the initial Spanish-speaking settlers of northern New Mexico.

HISTORY

The Battle for Homestead, 1880-1892: Politics, Culture, and Steel, by Paul Krause (University of Pittsburgh Press; 466 pages; \$39.95 hardcover, \$19.95 paperback). Sets the origins and events of the violent 1892 strike at Homestead Steel Mill in the context of industrial, social, and political changes in Pittsburgh and wider post-Civil War society.

The British in Java: A Javanese Account, by Peter Carey (Oxford University Press; 673 pages; \$85). Uses the diary of a Yogyakarta prince to document Javanese responses to the brief period of British occupation during the latter part of the Napoleonic Wars.

Charles James Fox, by L. G. Mitchell (Oxford University Press; 352 pages; \$49.95). A biography of the English orator and Whig politician who lived from 1749 to 1806.

Children of Islam: Concepts of Childhood in Medieval Muslim Society, by Ayman Ghiladi (St. Martin's Press; 188 pages; \$49.95). Considers concepts of childhood in medieval Islamic legal, philosophical, theological, medical, and literary texts.

China's Bitter Victory: The War With Japan, 1897-1945, edited by James C. Hsiung and Steven I. Levine (M. E. Sharpe; 333 pages; \$39.95). Examines political, diplomatic, military, economic, and cultural aspects of Chinese society during its eight-year war with Japan.

India and the Dutch Revolt: Elite and the Development of Reformed Protestantism, by Andrew Pettigree (Oxford University Press; 384 pages; \$84). Discusses the German town of Elfen as a refuge for exiled Dutch Protestants in the 16th century, and as a center for the dissemination of propaganda for the reform movement.

Enslavement and the Yeoman: The Agricultural Development of the South Midlands, 1480-1850, by Robert C. Allen (Oxford University Press; 393 pages; \$79). Argues that previous historians have underestimated small-scale farming contributions to the growth in English agricultural productivity.

German Resistance Against Hitler: The Search for Allies Abroad, 1938-1945, by Klemens von Klemperer (Oxford Uni-

versity Press; 512 pages; \$49.95). Discusses German resisters' often unsuccessful efforts to form links with Allied intelligence forces and others abroad.

Land and Power: The Zionist Road to Force, 1881-1948, by Avruha Shapira (Oxford University Press; 464 pages; \$59). Traces the evolution of the Zionist movement's decision to use force in the settlement of Palestine.

The Later Crusades, 1274-1380: From Lyons to Alcazar, by Norman Housley (Oxford University Press; 352 pages; \$69 hardcover, \$24.95 paperback). Focuses on the history of the crusade movement in regions from Morocco to Russia after the 1291 fall of Acre, the last Christian stronghold in the Holy Land.

The Opposition Years: Winston S. Churchill and the Conservative Party, 1946-1951, by Frank A. Myers (Peter Lang Publishing; 187 pages; \$36.95). Describes how Churchill's leadership style helped the party recover from its dramatic defeat in the 1945 election.

Planning the City Upon a Hill: Boston Since 1830, by Lawrence W. Kennedy (University of Massachusetts Press; 325 pages; \$27.50). Traces the history of building and urban planning in the city.

Rebellion in the Borderlands: Anarchism and the Plan of San Diego, 1904-1923, by James A. Sandoz (University of Oklahoma Press; 256 pages; \$24.95). Discusses the Mexican anarchist Ricardo Flores Magón and the Plan of San Diego, an effort to liberate Texas from the United States.

V. F. Calverton: Radical in the American Grain, by Leonard Wilcox (Temple University Press; 304 pages; \$44.95). A biography of the Baltimore-born journalist Calverton (1900-1940), editor of the Marxist journal *Workers Quarterly*.

Violence and Social Order: East Anglia, 1422-1442, by Philippa C. Maddern (Oxford University Press; 280 pages; \$39.95). Discusses a shift toward violence in a study of violence, law, and morality in 15th-century England.

When This Cruel War Is Over: The Civil War Letters of Charles Harvey Brewster, edited by David W. Blight (University of Massachusetts Press; 384 pages; \$35). Edition of the correspondence of a young officer in the 10th Massachusetts Volunteer Infantry in many of the major battles of the Virginia campaign.

LAW

Back to the Asylum: The Future of Mental Health Law in the United States, by Mary L. Durham and John Q. La Fond (Oxford University Press; 280 pages; \$39.95). Discusses a shift toward protecting community rather than individual rights in American mental-health law and policy.

Justice in Dismissal: The Law of Termination of Employment, by Hugh Collins (Oxford University Press; 304 pages; \$59).

Lawyers and the Making of English Land Law, 1282-1340, by J. Stuart Anderson (Oxford University Press; 384 pages; \$76). Links concepts in 1925 property legislation to law-reform debates of the 19th century.

No-Fault Divorce: What Went Wrong? by Allen M. Parkman (Westview Press; 167 pages; \$24.95). Draws on economic theory in a study of the negative impact of no-fault divorce laws on divorced women and their children.

LINGUISTICS

The Language of Jokes: Analyzing Verbal Play, by Delia Chiaro (Routledge; 144 pages; \$59.95 hardcover, \$15.95 paperback). Examines the narrative structures of different joke forms, as well as the sociocultural context for the production and reception of jokes.

An Uncommon Tongue: The Uses and Resources of English, by Walter Nash (Routledge; 232 pages; \$69.95 hardcover, \$16.95 paperback). Topics include how academic disciplines prescribe, describe, and analyze usage.

LITERATURE

American Catholic Arts and Fictions: Culture, Ideology, Aesthetics, by Paul Giles (Cambridge University Press; 344 pages; \$54.95). Discusses the influence of Catholicism on the work of Theodore Dreiser, Robert Mapplethorpe, and Robert Altman, and other writers, artists, and film makers from Catholic backgrounds.

Antonio Gramsci: Beyond Marxism and Postmodernism, by Renato Holth (Routledge; 224 pages; \$55 hardcover, \$16.95 paperback). Links the work of the 20th-century Italian theorist to the critical theories of the Frankfurt School.

Byron's Historical Dramas, by Richard

Lansdown (Oxford University Press; 272 pages; \$59). Explores the interaction of historical, literary, and political elements in *Marino Faliero*, *Sardanapalus*, and *The Two Foscari*, three of Byron's dramas from the years 1820-1821.

A Critical Reading of the "Selected Poems" of T. S. Eliot, by Manju Jain (Oxford University Press; 272 pages; \$18.95).

Found and Literature: Towards a Genealogy of Writing, by Simon During (Routledge; 240 pages; \$32.50 hardcover, \$21.95 paperback). Topics include the French philosopher's notion of "transgressive" writing and his interest in the "genealogy" of the writer-intellectual within specific historical processes of social control and production.

In the Chremonesea: About Poems and Poets, by Peter Robinson (Oxford University Press; 272 pages; \$69). Focuses



on how the textual content of a poet's work is influenced by wider circumstances and other people's lives; writers discussed include Wordsworth, Hardy, Pound, Eliot, Auden, and Lowell. *The Lion and the Lamb: Figurative and Fulfillment in the Bible, Art, and Literature*, by Tibor Tabery (St. Martin's Press; 178 pages; \$39.95). Discusses biblical texts, literary works, and visual arts in relation to the concept of biblical typology, or the Old Testament's textual anticipation of the New Testament. *Malevolent Landscapes*, by Walt Whitman

and the Homeric Text, by Byrne R. S. Fone (Southern Illinois University Press; 320 pages; \$32.50). Describes the American poet's place within a tradition of "homosexual textualities," and shows how homoerotic desire influenced the shape, tone, and message of his work.

Metaphysical Elements in Paul Seaton's "Roman Comique", by Barbara L. Merry (Peter Lang Publishing; 132 pages; \$35.95). Sets the 17th-century French writer's picaresque novel in the tradition of the ancient Greek satirist and philosopher Menippus.

Motherhood and Representation, by E. Ann Kaplan (Routledge; 272 pages; \$52.50 hardcover, \$16.95 paperback). Topics include images of mothers and motherhood in popular fiction by 19th-century female writers, and in films from the silent era to the present.

Neurosis and Narratives: The Decadent Short Fiction of Proust, Lotz, and Rachilde, by Renée A. King (Southern Illinois University Press; 223 pages; \$27.50). Draws on the theories of the French psychoanalyst Jacques Lacan in a study of the relationship between the literary structure of the three writers' short stories and the psychological structure of neurosis.

Plato in Paris: A Critical Study of G. S. Lewis's Ransom Trilogy, by David C. Downing (University of Massachusetts Press; 200 pages; \$25). Explores autobiographical and theological subtexts in *Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength*, three science-fiction novels known, after their main character, as the Ransom trilogy.

Selves: Ethnicity in American Literature, by Thomas S. Glodsky (University of Massachusetts Press; 328 pages; \$30). Traces changes in the American literary depiction of Poles since the 1830's; authors discussed include Nelson Algren, Isaac Bashevis Singer, William Styron, and Tennessee Williams.

The Proustian Quest, by William C. Carter (New York University Press; 309 pages; \$40). Focuses on how turn-of-the-century technological innovations in communications and travel influenced the characters and themes of Proust's *Remembrance of Things Past*; identifies, for example, links between Proust's depiction of figures in action and the photography of Edward Muybridge and Etienne-Jules Marey.

The Refining Fire: Hesiod and Other Heroes in T. S. Eliot's Works, by Laura Elizabeth Nielsen de Abruja (Peter Lang Publishing; 188 pages; \$35.95). Topics include Eliot's attempts to demonstrate

the continued relevance of ancient Greek ethical values.

Samuel Johnson After Deconstruction: Rhetoric and "The Rambler", by Steven Lynn (Southern Illinois University Press; 208 pages; \$24.95). Challenges critics who have described the English writer's essay series *The Rambler* (1750-1753) as unconvincing and incoherent.

Seven Noble Dramas, 1780-1825, edited by Jeffrey N. Cox (Ohio University Press; 425 pages; \$45). Critical edition of works by Joanna Baillie, Matthew Lewis, and five other British playwrights.

Shakespearean Subversions: The Trickster and the Play-Text, by Richard Hillman (Routledge; 304 pages; \$45). Argues that Shakespeare's plays demonstrate a broad concern with disruptive energy or subversiveness; discusses that notion in relation to such theoretical approaches as the New Historicism, cultural materialism, and Mikhail Bakhtin's concept of the "carnivalesque."

Studies in the Short Fiction of Mahfouz and Iqbal, by Mona N. Mikhail (New York University Press; 168 pages; \$40). A comparative study of the Egyptian writers Yusuf Idris (1927-1991) and Naguib Mahfouz (1911-).

A Tradition of Subversion: The Prose Poem in English from Wilde to Ashbery, by Marguerite S. Murphy (University of Massachusetts Press; 264 pages; \$25). Focuses on Gertrude Stein's *Tender Buttons*, William Carlos Williams's *Kora in Hell*, and John Ashbery's *Three Poems*.

Mathematics

Categories of Commutative Algebras, by Yves Diers (Oxford University Press; 288 pages; \$79). Discusses universal constructions and properties in categories of commutative algebras.

PHILOSOPHY

Augustine and the Limits of Virtue, by James Wetzel (Cambridge University Press; 264 pages; \$54.95). A study of St. Augustine's concept of free will.

Creation and Abolition: A Study in Moral and Legal Philosophy, by F. M. Kamm (Oxford University Press; 240 pages; \$29.95 hardcover, \$11.95 paperback). Considers the case for the permissibility of abortion if the fetus is granted the moral standing of a person.

The Criterion of Truth, by Ralph Doty (Peter Lang Publishing; 127 pages; \$35.95). Describes the conflict between Greek Stoic and Skeptic philosophers

Continued on Following Page

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Colonial Space: Spatiality in the Discourse of German South West Africa, 1884-1915, by J. K. Noyes (Harwood Academic Publishers; 317 pages; \$32). Uses writings from German Southwest Africa to examine the textual representation of colonial space.

Development and Disenchantment in Rural Tunisia: The Bourguiba Years, by Min Zussman (Westview Press; 212 pages; \$34). Discusses national agricultural-development policies and the rural population of the lower Medjerda Valley from colonial times to the present.

Ethnography and the Historical Imagination, by John Comaroff and Jean Comaroff (Westview Press; 337 pages; \$55 hardcover, \$18.95 paperback). Includes original and previously published essays on the use of historical approaches in anthropology.

Making Ethnic Choices: California's Punjabi Indian Americans, by Karen Jaakson Leonard (Temple University Press; 333 pages; \$44.95). Discusses changing perceptions of ethnic identity in the community formed when men from India's Punjab region immigrated to California in the early 20th century and married women of Mexican descent.

Migration and Health in a Small Society: The Case of Tokelau, by Albert F. Wesen and others (Oxford University Press; 468 pages; \$98). Considers how migration to an urban society affected the lives of Tokelau islanders, who moved in large numbers to New Zealand from 1965 to 1975.

Speaking of Basava: Lingayat Religion and Culture in South Asia, by K. Ish-

waran (Westview Press; 263 pages; \$37.50). Discusses the teachings of the 12th-century southern Indian religious reformer Basava, and the beliefs and practices of modern-day adherents of his movement.

Yates of Race: Ethnicity and History in Central Western Zambia, by Wm van Binsbergen (Routledge; 480 pages; \$89.95). Examines links between ethnicity and ethnohistory among the Nkoya

people of Zambia; focuses on the *Likola* and *Nkoya* historical texts.

Walk the Walk and Talk the Talk: An Ethnography of a Drug Abuse Treatment Facility, by Geoffrey R. Skell (Temple University Press; 198 pages; \$34.95). Discusses life at a residential drug-abuse treatment center where, it is argued, such practices as urging patients to inform on one another reinforces drug users' negative social identities.

Walls Within Walls: Life Histories of Working Women in the Old City of Lahore, by Anita M. Weiss (Westview Press; 201 pages; \$26.95). Sets the experiences of

working women in the northeastern Pakistani city in the context of wider socio-cultural changes in the country as a whole.

ARCHAEOLOGY

Ceramic Production and Distribution: An Integrated Approach, edited by George J. Bey, III, and Christopher A. Pool (Westview Press; 342 pages; \$65). Contains original essays on approaches to the study of the economics of pottery in preindustrial societies.

Excavations at Nichoria in Southwest Greece, Volume II: The Bronze Age Occupation, edited by William A. McDonald and Nancy C. Wilkie (University of Minnesota Press; 99 pages; \$15.95). The final book in a three-volume series of excavation reports from a site in the Greek province of Messenia.

Late Stone Age Hunters of the British Isles, by Christopher Smith (Routledge; 288 pages; \$59.95 hardcover, \$19.95 paperback). Discusses hunter-gatherer society in relation to environmental change during the late Upper Paleolithic and Mesolithic periods.

ART AND ARCHITECTURE

Architecture in the Culture of Early Humanism: Ethics, Aesthetics, and Epitaphs, 1400-1470, by Christine Smith (Oxford University Press; 298 pages; \$35). Explores the role of architectural works and imagery in the expression of Humanist thought in Renaissance Italy; also examines Byzantine influence on early Humanist culture.

The Tomb and the Flare: Curial Tomb Sculpture in Rome and Avignon in the Late Middle Ages, by Julian Gardner (Oxford University Press; 292 pages; \$145). Focuses on changes in papal and other church funerary architecture after the Papacy's move to Avignon, France, in the 14th century.

Classification, Evolution, and the Nature of Biology, by Aiso L. Panchev

(Cambridge University Press; 350 pages; \$80 hardcover, \$34.95 paperback). Proposes an alternative to the circular arguments that can arise when data on taxonomical relationships are used as evidence for evolution.

COMMUNICATIONS

Rethinking Media Theory, by Armand Mattelart and Michèle Mattelart, trans-

lated by James A. Cohen and Marina Urquidí (University of Minnesota Press; 219 pages; \$39.95 hardcover, \$16.95 paperback). Focuses on French scholarly approaches in media studies.

Watching Police, Watching Communities, by Mike McCannville and Dan Shepherd (Routledge; 240 pages; \$92.50). Argues that British efforts to employ the law-enforcement approach known as "community policing" have come into

conflict with a rank-and-file police culture that celebrates aggression, machismo, and the assertion of authority.

CULTURAL STUDIES

We Getta Get Out of This Place: Popular Conservatism and Postmodern Culture, by Lawrence Grossberg (Routledge; 448 pages; \$49.95 hardcover, \$16.95 paperback). Explores various aspects of the politics of rock music and popular culture in the United States.

ECONOMICS

The Challenge of Structural Adjustment in the Commonwealth Caribbean, by Ramesh P. Ramnarain (Praeger Publishers; 256 pages; \$55). Analyzes the relationship between deteriorating economic conditions in Commonwealth Caribbean countries and the "structural adjustment" programs of the World Bank and International Monetary Fund.

Development Strategy and the Economy of Sierra Leone, by John Weeks (St. Martin's Press; 130 pages; \$39.95). A critical evaluation of current development policy in the West African country.

Equity, Efficiency, and Social Choice, by Donald B. Campbell (Oxford University Press; 200 pages; \$49.95). Discusses equity and efficiency in welfare economics.

Golden Patterns: The Gold Standard and the Great Depression, 1918-1939, by Barry Eichengreen (Oxford University Press; 480 pages; \$39.95). Shows how the gold standard contributed to the global economic crisis of the 1930's.

Labor's Capital: The Economics and Politics of Private Pensions, by Teresa Ghilarducci (MIT Press; 224 pages; \$35). Analyzes the operation of the American system of private social insurance.

Prices and Knowledge: A Market Process Perspective, by Esteban F. Thomsen (Routledge; 160 pages; \$72.30). Discusses different analyses of the role of prices in situations of imperfect information.

The Urban Economy and Regional Trade Liberalization, by Peter Karl Kresl

(Cambridge University Press; 350 pages; \$80 hardcover, \$34.95 paperback). Proposes an alternative to the circular arguments that can arise when data on taxonomical relationships are used as evidence for evolution.

COMMUNICATIONS

Rethinking Media Theory, by Armand Mattelart and Michèle Mattelart, trans-

lated by James A. Cohen and Marina Urquidí (University of Minnesota Press; 219 pages; \$39.95 hardcover, \$16.95 paperback). Focuses on French scholarly approaches in media studies.

ECONOMICS

The Challenge of Structural Adjustment in the Commonwealth Caribbean, by Ramesh P. Ramnarain (Praeger Publishers; 256 pages; \$55). Analyzes the relationship between deteriorating economic conditions in Commonwealth Caribbean countries and the "structural adjustment" programs of the World Bank and International Monetary Fund.

Development Strategy and the Economy of Sierra Leone, by John Weeks (St. Martin's Press; 130 pages; \$39.95). A critical evaluation of current development policy in the West African country.

Equity, Efficiency, and Social Choice, by Donald B. Campbell (Oxford University Press; 200 pages; \$49.95). Discusses equity and efficiency in welfare economics.

Golden Patterns: The Gold Standard and the Great Depression, 1918-1939, by Barry Eichengreen (Oxford University Press; 480 pages; \$39.95). Shows how the gold standard contributed to the global economic crisis of the 1930's.

Labor's Capital: The Economics and Politics of Private Pensions, by Teresa Ghilarducci (MIT Press; 224 pages; \$35). Analyzes the operation of the American system of private social insurance.

Prices and Knowledge: A Market Process Perspective, by Esteban F. Thomsen (Routledge; 160 pages; \$72.30). Discusses different analyses of the role of prices in situations of imperfect information.

The Urban Economy and Regional Trade Liberalization, by Peter Karl Kresl

(Cambridge University Press; 350

NEW SCHOLARLY BOOKS

Continued From Preceding Page
concerning the criterion of truth in terms of a debate within a shared tradition.
Ethics and the Gulf War: Religion, Rhetoric, and Righteousness, by Kenneth L. Vaux (Westview Press; 188 pages; \$44 hardcover; \$12.95 paperback). Discusses the 1991 conflict in relation to the just-war tradition of Judaism, Christianity, and Islam.

God, Eternity, and the Nature of Time, by Alan G. Padgett (St. Martin's Press; 185 pages; \$55). Develops a concept of God as both temporal and timeless to some extent.

Hegelian Philosophy of Politics: Idealism, Identity, and Modernity, by Harry Brond (Westview Press; 216 pages; \$15.95). Traces the unifying role played in Hegel's thought by his notion of the collective historical social consciousness, and argues that he can be seen as a moderating influence on Marxism and liberalism.

Modality, Probability, and Rationality: A Critical Examination of A. N. Whitehead's Philosophy, by James F. Sennett (Peter Lang Publishing; 192 pages; \$35.95). A study of the contemporary American philosopher.

The Mysticism of William Law, by George E. Clarkson (Peter Lang Publishing; 194 pages; \$38.95). Discusses the 18th-century English writer as an important interpreter of the philosophy of the German mystic Jacob Böhme (1575-1624).

On Manly Courage: A Study of Plato's "Laches", by Walter T. Schmid (Southern Illinois University Press; 236 pages; \$34.95). Explores contemporary and ancient concepts of courage through a study of Plato's *Laches*, a dialogue that presents Socrates in discussion with two generals, Laches and Nicias.

Poincaré and the Philosophy of Mathematics, by Janet M. Folina (St. Martin's Press; 220 pages; \$65). Discusses the anti-realist philosophy of mathematics of the French mathematician Jules-Henri Poincaré (1854-1912).

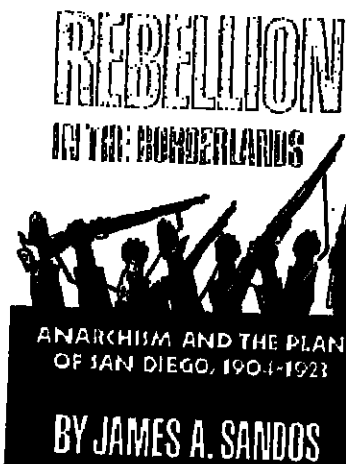
The Politics of Irony: Essays in Self-Deception, edited by Daniel W. Conway and John E. Seery (St. Martin's Press; 234 pages; \$39.95). Includes original essays on such topics as political irony in the writings of Plato, Swift, Goethe, and Nietzsche.

Possibility, Necessity, and Existence: Abbagnano and His Predecessors, by Nino Langiulli (Temple University Press; 205 pages; \$44.95). Analyzes the concepts of possibility contained in the writings of the Italian philosopher Nicola Abbagnano (1901-1990) and such major figures in the Western philosophical tradition as Plato, Aristotle, Kant, and Kierkegaard.

The Practice of Punishment: Towards a Theory of Restorative Justice, by Wesley Cragg (Routledge; 272 pages; \$65). Develops a theory of punishment based on the notion that the main function of law is to reduce the need for force in dispute resolution, and that the role of sentencing and sentence administration is to promote public confidence in the law's capacity to meet that goal.

Private and Public Individuals, Households, and Politics in Locke and Hutcheson, by Daniela Cobbe (Routledge; 240 pages; \$55). Explores the ambivalent nature of liberal distinctions between

between public and private through a study of the idea of domestic relations in the work of the British philosophers Locke (1632-1704) and Hutcheson (1694-1746).
Western Philosophical Systems and Their Cyotic Transformations, by Robert S. Brumbaugh (Southern Illinois University Press; 174 pages; \$29.95). Discusses



historical patterns in Western philosophy and identifies a move toward a re-emergent Platonism that will mature with the beginning of the 21st century.

Black Power Ideology: An Essay in African-American Political Thought, by John T. McCarthy (Temple University Press; 264 pages; \$44.95). Sets the ideology of the 1960's black-power movement in the context of the history of African-American and Western political thought.

The Cold War Is Over—Again, by Allen Lynch (Westview Press; 208 pages; \$39.95 hardcover, \$15.95 paperback). Argues that the cold war actually ended in the early 1970's with the tacit acceptance of a divided Germany and Europe, and that recent upheavals throughout the Eastern bloc were actually overthrowing a post-cold-war order in East-West relations.

The Constitutional Amending Process in American Political Thought, by John R. Vile (Praeger Publishers; 224 pages; \$47.95). Traces the history of debates over the amending process outlined in Article V of the Constitution.

Controversies in Political Economy: Canada, Great Britain, the United States, by Harold D. Clarke and others (Westview Press; 238 pages; \$42). A comparative study of party politics and political-economic relationships in the three countries.

Creative Campaigning: PACs and the Presidential Selection Process, by Anthony Corrado (Westview Press; 286 pages; \$29.95). Focuses on the use of pro-candidate political-action committees as a means of raising campaign funds while avoiding the constraints of federal campaign finance laws.

The Establishment of the Japanese

Constitutional System, by Junji Banno, translated by J. A. Stockwin (Routledge; 192 pages; \$35). Discusses the establishment of Japan's parliamentary system under the constitution of 1889, and describes various political realignments during the first decade of its operation.

Implementing State Government Export Programs, by Michael Frazier (Praeger Publishers; 232 pages; \$45). Identifies factors that contribute to the success of state efforts to promote export and direct foreign investment; focuses on the public export-trade agencies of Arkansas, Indiana, Michigan, and Virginia.

Knowing Nukes: The Politics and Culture of the Atom, by William Chaloupka (University of Minnesota Press; 163 pages; \$39.95 hardcover, \$14.95 paperback). Draws on postmodernist theory in a study of anti-nuclear politics.

Latin America in the Time of Cholera: Electoral Politics, Market Economics, and Permanent Crisis, by James Petras and Morris Morley (Routledge; 192 pages; \$49.95 hardcover, \$14.95 paperback). Argues that electoral regimes, free markets, and other aspects of what has been termed the "democratization" of Latin America have not improved people's lives in the region.

Moral Philosophy and Development: The Human Condition in Africa, by Tedros Kiros (Ohio University Press; 178 pages; \$18). Examines issues of underdevelopment and famine in Africa from the perspective of European moral philosophy. **Polity and Party Competition**, by Michael Laver and W. Ben Hunt (Routledge; 288 pages; \$45). Considers the role of policy in competition among political parties; draws on data from 24 parliamentary democracies.

Power and Empowerment: A Radical Theory of Participatory Democracy, by Peter Bachrach and Arlyn Botwinick (Temple University Press; 211 pages; \$44.95 hardcover, \$16.95 paperback). Develops a theory of participatory democracy that includes a concept of class struggle, and illustrates that theory through discussion of worker self-management programs in Western Europe and the United States.

Property, Power, and American Democracy, by David Schultz (Transaction Publishers; 223 pages; \$39.95). Discusses the concept of property rights in early and contemporary American legal and political thought.

Research and Technology in the Former German Democratic Republic, by Raymond Bentley (Westview Press; 234 pages; \$32). Draws on previously classified materials in a study of scientific and technological research in East Germany. **True Tolerance: Liberalism and the Neutrality of Judgment**, by J. Budziszewski (Transaction Publishers; 323 pages; \$32.95). Argues that tolerance has been falsely redefined as ethical neutrality, and that true tolerance actually requires taking stands about objective goods and evils.

The United States and the Politization of the World Bank Issues of International Law and Policy, by Barram S. Brown (Routledge; 330 pages; \$39.95). **U.S.-Korea Relations from Liberation to Self-Reliance: The Twenty-Year Record**, by Donald Stone Macdonald (Westview Press; 345 pages; \$48.50). Draws on previously classified State Department documents.

Psychology
Clinical Psychology Observed, by David Pilgrim and Andy Treacher (Routledge; 226 pages; \$72.50). A cultural history of the theories and training practices of British clinical psychology.

Red Vienna and the Golden Age of Psychology, 1918-1938, by Sheldon Gardner and Gwendolyn Stevens (Praeger Publishers; 296 pages; \$49.95). Discusses the Austrian capital's status between the World Wars as a center for psychologists, many of whom were politically active on the left.

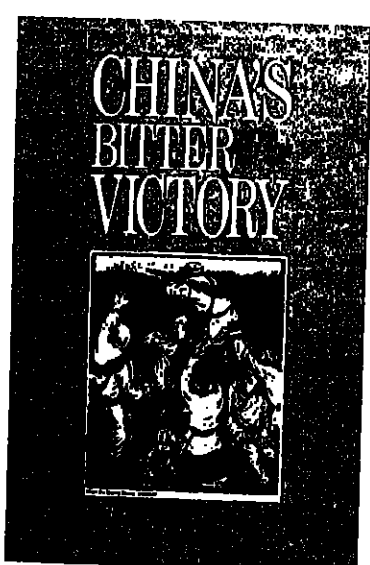
Spoken Language Comprehension: An Experimental Approach to Disordered and Normal Processing, by Lorraine Komisarjevsky Tyler (Wiley Press; 288 pages; \$40). Discusses similarities and differences in the comprehension problems of 10 aphasic patients.

Strategies for Survival: The Psychology of Cultural Resistance in Ethnic Minorities, by Peter Elias (New York University Press; 263 pages; \$35). Combines psychology and anthropology in a study of how ethnic minorities struggle to maintain their cultural identity in the face of Indian and black communities in South Africa.

Public Policy
Drug Policy and the Decline of the

American City, by Sam Staley (Transaction Publishers; 257 pages; \$29.95). Describes the economic and social costs of current U.S. drug policies for American inner cities, where the drug economy has become closely intertwined with the urban economy.

RELIGION
The Protestant Evangelical Awakening, by W. R. Ward (Cambridge University Press; 360 pages; \$39.95). A study of American and European Protestant



revival movements of the 18th century.

William James and the Affirmation of God, by George P. Gubrium (Peter Lang Publishing; 237 pages; \$39.95). Examines the American philosopher's concept of the affirmation of God on the basis of religious experience.

William Wake's Gallican Correspondence and Related Documents, 1716-1734, edited by Leonard Adams (Peter Lang Publishing; 439 pages; \$62.95). Edition of the English Anglican prelate's correspondence with French Gallican and Jansenist theologians.

THE HARVARD ACADEMY FOR INTERNATIONAL AND AREA STUDIES

is now accepting applications for
The Academy Scholars Program

The Academy Scholars are a select group of young scholars who are pursuing an academic career involving both a social science discipline and a particular area of the world. Academy Scholars are appointed and supported by the Harvard Academy for International and Area Studies to provide opportunities for advanced work at Harvard. Those selected as Academy Scholars will work for two years conducting either dissertation or post-doctoral research in their chosen fields and areas.

The Academy is dedicated to the task of training social scientists in area studies—focusing especially on those areas of the world that require the use of difficult languages. The underlying premise of the Academy is that societies need individuals who combine thorough disciplinary and area specializations.

APPLICATIONS FOR THE 1993-94 ACADEMIC YEAR ARE DUE BY OCTOBER 15, 1992.

The following materials are required for a complete application:

- a current curriculum vitae, including a list of publications
- a statement of the applicant's planned research and intellectual objectives for the next two years (not to exceed 1,000 words)
- a statement of how appointment as an Academy Scholar will contribute to the applicant's career goals (not to exceed 500 words)
- an official copy of each graduate transcript
- three letters of recommendation

All application materials should be mailed to:
Academy Scholars Program
Center for International Affairs
1737 Cambridge Street
Cambridge, MA 02138

For further information, please call 617-495-2137

RHETORIC
Metaphor and Reason in Judicial Opinions, by Haig Bosmajian (Southern Illinois University Press; 255 pages; \$22.50). Examines the role of metaphor, personification, and other forms of figurative language in judicial decisions.

SOCIOLOGY
Chinatown: The Socioeconomic Potential of an Urban Enclave, by Min Zhou (Temple University Press; 304 pages; \$44.95). Focuses on New York's Chinatown in a study of the economic opportunities provided to immigrants and Chinese Americans by the strong social networks in urban ethnic enclaves.

The Crooked Ladder: Gangsters, Blackity, and the American Dream, by James M. O'Kane (Transaction Publishers; 18 pages; \$29.95). Discusses organized crime as a vehicle for upward social mobility for ethnic groups in America.

Solidarity and Schism: The Problem of Disorder in Durkheimian and Marxist Sociology, by David Lockwood (Oxford University Press; 456 pages; \$87). Identifies similarities in the two theorists' concepts of the creation, maintenance, and disruption of social order.

Young, White, and Miserable: Growing Up Female in the Fifties, by Wini Breines (Beacon Press; 261 pages; \$25). Draws on interviews, letters, survey data, fiction, and other sources to examine the experiences of white, middle-class female adolescents in 1950's America.

THEATER
Junius Brutus Booth: Theatrical Prometheus, by Stephen M. Archer (Southern Illinois University Press; 363 pages; \$32.50). A study of the English-born American actor who lived from 1796 to 1852.

URBAN STUDIES
Fast Wheels, Slow Traffic: Urban Transport Choices, by Charles L. Wright (Temple University Press; 288 pages; \$34.95). Discusses problems in contemporary urban-transport planning in the United States and other countries.

In Box

For the past 21 months the University of Kentucky has been reaching out to its employees and their families with its Elder Care program.

Elder Care helps workers deal with a wide range of problems encountered by sick and elderly parents. It employs two full-time staff members to answer questions, do research, and recommend options for housing and care.

University officials predict that three in ten employees will find themselves providing assistance to older relatives. More than 500 university employees have already used the program.

Ron Burdon, coordinator of Elder Care, says that the program saves employees time and stress, and saves the university money by cutting down on absenteeism.

For those who sweat over commas and still don't know when to use "affect" or "effect," relief is just a phone call away.

People with questions about grammar can anonymously call the Broward Community College's grammar hotline, operated by four writing consultants at the college. The consultants, who answer the phones between tutoring sessions, say they have yet to be stumped.

There are 62 other grammar hotlines in the United States and Canada, according to a directory of hotlines published by Tidewater Community College in Virginia.

The Broward hotline, opened a little more than a year ago, received 239 calls in June, mostly from students, secretaries, teachers, and doctors. "We don't know all the answers, but we know where to find them," says Mariene Cule, coordinator of the institution's writing lab and founder of the hotline.

Custodians at the University of Illinois at Urbana-Champaign, have been participating in a late-night program that offers classes from 11 p.m. until 1 a.m.

The custodians, who work the midnight shift, are excused from their duties during those hours. Teachers and computer-assisted instruction help improve workers' mathematical skills and their ability to understand oral and written instructions. Math problems might focus on ratios used in mixing chemical solutions familiar to custodians, such as cleaning agents.

The participants were tested before entering the program and showed marked progress at the end of the semester. Two participants are working toward high-school equivalency diplomas, and several are taking college courses. Since the program began in 1991, 78 employees have completed it.

A similar program at the University of Massachusetts at Amherst offers afternoon classes designed to help workers with basic skills.

Personal & Professional



Chuck Lang, an instructor at the Southwest Teachers' Academy of Physics, conducts an experiment for a group of teachers.

An Intensive Academy Retrains Physics Teachers Ill Prepared for the Complexities of the Discipline

Workshops are designed to help teachers make long-lasting improvements in their instruction

By Julie L. Nicklin

IRVING, TEX. MILTON BAILEY WANTS to correct a mistake that he made while teaching his physics students at J. A. Fair High School over the past eight years.

Despite having taken numerous college physics courses, Mr. Bailey says he incorrectly thought—and therefore taught—that bar magnets attract and repel each other because their ends are electrically charged positively and negatively.

But at the Southwest Teachers' Academy of Physics here at the University of Dallas, Mr. Bailey learned that magnets do not have an electrical charge. Instead, magnets have poles that are created by currents within the magnets. Like poles repel, and unlike poles attract.

Mr. Bailey was among 88 teachers from Arkansas, New Mexico, Oklahoma, and Texas, who attended the university's intense, two-week summer academy. Designed to teach such concepts as motion and magnetism to physics teachers who have had little training in the discipline, the workshop required the teachers to spend up to 12 hours a day listening to lectures, conducting experiments, participating in discussions, and presenting mock lessons.

The academy was one of 18 set up across the country under President Bush's America 2000 plan, which seeks to improve education. Last fall the U.S. Education Department's Fund for Innovation in Education awarded a total of \$7.6-million, largely to colleges and universities to set up the workshops. Each was designed to help

school administrators polish leadership skills or to retrain practicing teachers in mathematics, science, English, history, or geography.

A law extending the Higher Education Act, which was signed by the President last month, could provide as much as \$35-million for similar retraining academies.

Some Express Skepticism

Some educators and researchers, however, say that retraining workshops do very little to help teachers make long-lasting improvements in their instruction. Others argue that any training helps, and that if a program offers continued support, as the physics academy does, lasting changes can be made.

Educators blame colleges and high schools alike for the dearth of well-trained physics teachers. Colleges, they contend, are not teaching the discipline effectively to prospective teachers. And most high schools offer only one or two physics courses for college-bound students, so they can't afford to hire full-time teachers who have specialized in physics.

As a result, schools usually pull teachers from other disciplines, such as biology, chemistry, and mathematics—or in some cases even English or social studies—to teach physics. A forthcoming report of a survey by the American Institute of Physics in New York will show that slightly over 25 per cent of the nation's 18,300 high-school physics teachers have earned a degree in the discipline.

Teachers who haven't specialized in

physics cannot be expected to teach the subject effectively, says Richard P. Olenick, chairman of the physics department at the University of Dallas.

"Students then see physics as boring—and nothing they'd ever want to study," he says. "There's a big turn-off factor." Mr. Olenick, who serves as director of the academy, has conducted workshops for physics teachers for several years.

He says teachers who are not prepared are reluctant to cover topics they don't understand, are likely to require students to simply memorize formulas, and are at risk of presenting wrong information.

'Some Arm Twisting'

Mr. Bailey worried about those problems when his principal at Fair High School in Little Rock, Ark., first asked him to teach physics. At the time, Mr. Bailey, who had majored in geology but was teaching chemistry, refused. After "some arm twisting," he agreed to teach the class. Although he has taken numerous college physics courses since then, Mr. Bailey is still trying to improve the way he teaches.

"We have covered subjects I haven't entirely understood," Mr. Bailey says. "Many times I've felt as though I were just one chapter ahead of the kids."

At the University of Dallas physics academy, two professors and three well-trained physics teachers sought to help participants learn how to make concepts interesting to students by using everyday

Continued on Following Page

An Intensive Academy for Physics Teachers Untrained for the Discipline

Continued From Preceding Page
language, experiences, and materials. The academy also wanted to give the physics teachers a chance to share their classroom problems. Most are the only physics teachers at their high schools and have never had that opportunity.

Too often, the academy instructors say, even physics teachers who have been trained in the discipline use poor instruction methods—including long lectures, assigned readings, and formula memorization—that their professors had used to instruct them.

"We've done a poor job of teaching physics in college," says Carl A. Rotter, a professor of physics at West Virginia University and associate director of the academy. "We take a mathematical approach and don't take care to make sure the students are getting a conceptual understanding."

Studies of Roller Coasters

To help remedy that, participants worked on a range of activities from recording the acceleration of roller coasters at a nearby amusement park to working together on experiments on static electricity.

The teachers also were coached on how to plan lessons effectively using the Mechanical Universe, a series of videotapes that covers 18 physics concepts including acceleration and velocity. The tapes, which are now used in about 8,000 schools, were developed by Mr. Olenick to give teachers a way to demonstrate concepts visually.

When the workshop ended last month, each participant was given a set of tapes and accompanying lesson plans. The cost of the institute and materials was covered by the \$317,398 federal grant, \$10,000 from the university, and \$225 paid by each participant's school.

The academy's approach is just what Paul L. Hartman, who teaches at University High School in Roswell, N.M., needed. When Mr.



Richard P. Olenick, head of the physics department at the U. of Dallas: Teachers who haven't specialized in physics cannot be expected to teach the subject effectively.

Hartman was hired by the school five years ago, he was told he would teach two courses in physical science. Mr. Hartman, who holds a master's degree in horticulture, says he still doesn't feel qualified to teach the parts of the courses that deal with physics—which he calls his "least-favorite subject to teach."

But the academy has taught him new experiments to catch students' interest. Mr. Hartman, for example, may build a huge wire cage for students to use in an experiment. In it, one student would stand inside the cage, while others

outside hold a spark to the wire. The experiment shows that the student inside the cage is not hurt because the electrical charge is carried on the outside of the cage.

Gaining New Confidence

The academy also tried to re-charge the teachers' enthusiasm. Sheila T. Bordon, a teacher at Bunkie (La.) High School, realized students had felt her lack of enthusiasm when she overheard several of them warning others not to take her physics class because it was boring.

The academy, she says, helped

her gain new confidence—and thus excitement—because she learned new concepts. She even plans to present to students Einstein's theory of special relativity—a topic she has avoided teaching because she didn't understand it.

"The academy rejuvenated me," Ms. Bordon says. "I see an opportunity to show the students that what's in the physics book isn't all there is to it."

Rebuilding teachers' enthusiasm and inspiring creative lessons were among the goals of the 17 other workshops under President Bush's America 2000 plan. Among the col-

leges that designed the workshops, Lesley College worked with English teachers, and the University of Northern Colorado and Florida State and Southwest Texas State Universities worked with teachers who wanted help in geography.

Impact Questioned

Despite the enthusiasm of teachers who attended the Dallas workshop, some educators and researchers question how effective short-term workshops, which most of the academies were, can be in changing a teacher's instruction. Mary M. Kennedy, director of the National Center for Research on Teacher Learning in East Lansing, Mich., says that once teachers return to the daily pressures of the classroom, the excitement they felt in the workshop might wane.

"You go to those workshops and get fired up for a time," Ms. Kennedy says, "but whether they can have a long-term impact is questionable."

Others, however, say the workshops give teachers a chance to discover new ideas and to realize that other teachers share their problems. "Even a two-week institute can be an important place for feedback," says Michael Neuschatz, a senior research associate with the American Institute of Physics. "Sometimes they're as important for recharging a teacher's batteries as for learning."

Toll-Free Number

Mr. Olenick says teachers who attended the physics academy will make positive long-term changes. They left the institute, he says, with heightened interest, a set of videos, and a toll-free telephone number they can use to call Mr. Olenick when they need help. Two times a month, he will also conduct additional sessions for the teachers over satellite link-ups.

"This offers us a base of support we normally wouldn't have," Fair High School's Mr. Bailey says. "And it's the students who are going to benefit. That's the bottom line."

On Line

At Carnegie Mellon University this summer, high-school students are solving mathematics and computer problems that even their instructors have trouble with.

Twenty-eight gifted students are enrolled in a program called Andrew's Leap. They qualified for admission by completing a group of problems calling for creative insight rather than knowledge. In one, the students had to determine what properties make a cube the ideal shape for dice.

The students work on projects in the university's computer laboratory. Last summer, in a pilot version of the program, the students defeated members of the computer staff in a contest to design a program to control a simulated robot engaged in a fight.

Students can solve difficult problems when they don't know the problems are difficult, says Merrick L. Furst, associate dean for graduate education in the School of Computer Science and the program's director. These young people, he says, come up with solutions more likely to be found by advanced students.

Scholars reluctant to publish in electronic journals should watch for a new publication due out in January.

Called *Interpersonal Computing Technology: An Electronic Journal for the 21st Century*, it will have articles on electronic publishing, networks, library technology, and professional on-line relationships. The articles will follow a format developed by the American Psychological Association and have footnotes and bibliographies.

Gerald Phillips, a professor emeritus of speech communication at Pennsylvania State University who is working on the new periodical, says it should make the electronic journal "a legitimate outlet" for scholarly work.

The Antivirus Methods Congress wants people who find a "new" computer virus to consult the international directory of viruses before they give it a name. Software publishers should also consult the directory before they create antivirus programs, the congress says.

The congress, which includes about 200 representatives of academe, corporations, and government, has endorsed a standard method for naming viruses and published a directory with 1,400 rogue programs.

"Not only will standard naming minimize wasteful rediscovering of old viruses, but it will also avoid confusion over what commercial virus scanners can and cannot detect," says Richard G. Lofkon, the congress's president.

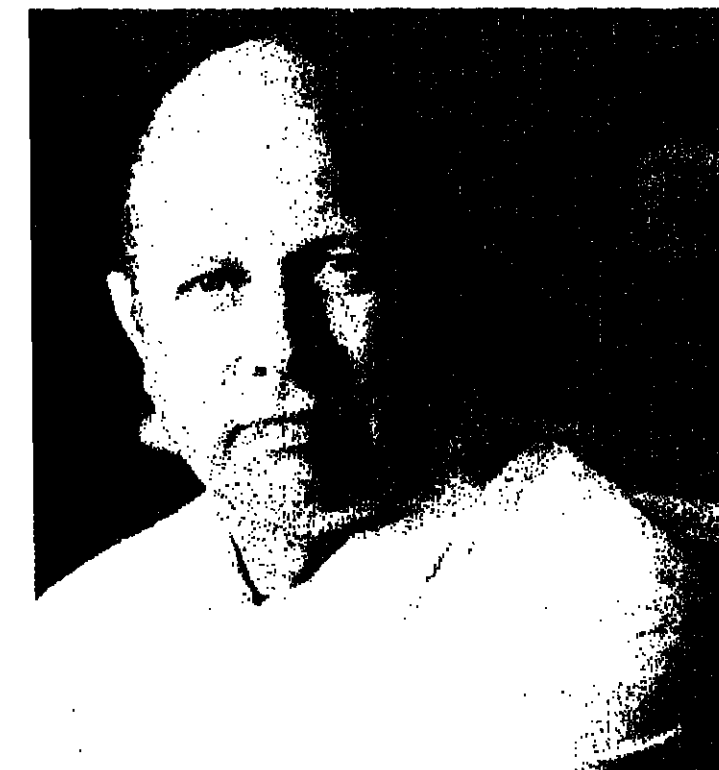
For information about the directory, contact Mr. Lofkon, 609 West 114th Street, New York 10025; (212) 663-2315; ANIC@WELLS.FA.US.

Information Technology

Electronic Versions of Public-Domain Texts Draw Praise and Fire

Project Gutenberg aims to distribute a trillion copies of books by 2001

By David L. Wilson



Michael S. Hart: "Material in the public domain will truly be in the public domain, available to everyone, all the time."

PROJECT GUTENBERG, which aims to distribute a trillion electronic copies from a collection of 10,000 books through computer networks by 2001, is either a great idea or a menace, depending on whom you ask.

Some scholars and librarians are highly critical of the project. They complain that the documents it makes available are flawed, and that the project is not aimed at the needs of academics, even though they are the group most likely to have access to its offerings.

Michael S. Hart, who created the project, dismisses his critics as elitists who are uninterested in his basic goal: "I want to make this material available to the vast majority of people who will have access to the networks by the next century. I'm not interested in distributing things in ways that an obscure scholarly discipline would find useful, but would be inaccessible to most people."

Mr. Hart, who will become an assistant professor of electronic text at Illinois Benedictine College next month, compares Project Gutenberg to the development of

the wheel. "A very simple thing that fundamentally changed the world," he says.

The project creates and distributes electronic texts—ranging from *Alice's Adventures in Wonderland* to data from the 1990 Census—using computers. Usually, to avoid copyright problems, the project posts only texts whose copyright has expired, or those that have no copyright. "Most of our work is done with material published a hundred years ago," Mr. Hart says.

Labor of Love

Mr. Hart runs Gutenberg from his home near the University of Illinois at Urbana-Champaign. The project is named for the man who is given credit for developing movable type in the 15th century.

Using dozens of computers, many of which he assembled himself, Mr. Hart keeps in contact with a loose network of people all over the world who type their favorite manuscripts on a computer and electronically send him the results. Mr. Hart then includes the manuscripts in the project, allowing anyone to gain access to

them on the Internet, a network of computer networks widely used in academe. For those who don't have access to the Internet, he will mail out a floppy disk containing the material they want for a small fee.

For Mr. Hart, the project is a labor of love. He says he makes enough money as a computer consultant to keep his hardware running and pay the phone bill. Some friends at the University of Illinois have given him access to the Internet, allowing him to send and receive documents.

Mr. Hart has no idea how many volunteers are working for the project, but he guesses a couple of hundred. Indeed, because of the peculiarities of the Internet, he cannot even estimate how many people have snatched copies of the dozens of documents that Project Gutenberg has made available so far.

Production of the text has been slow, he admits. The project began in 1971 when Mr. Hart was granted access to an enormous mainframe computer operated by friends. "I had \$100-million in computer time, basically unlimited resources, and I spent an hour and 47 minutes trying to figure out how to do \$100-million worth of good with this machine," he says. "I decided to type in the Declaration of Independence and make it available to 100 million people on the networks."

Volunteer Typists

Undeterred by the fact that perhaps only a few tens of thousands of people were connected to computer networks in 1971, Mr. Hart did indeed type in the Declaration. The machines he was struggling with were primitive by today's standards. The keyboards didn't even have lower-case letters.

Project Gutenberg continues to prepare for the day when desktop computers are as common as telephones. Mr. Hart and a small cadre of others have laboriously typed in whatever struck their fancy. They spent about five years copying an edition of the works of Shakespeare, which turned

Continued on Following Page

ABA Report Criticizes Law Schools for Slighting Clinical Education and Ethical Concerns

By CHRISTOPHER SHEA

The American Bar Association this week is criticizing the nation's law schools for slighting clinical education and ethical concerns.

In a 410-page report, the culmination of a three-year study, the ABA offers a comprehensive examination of the skills and values that it considers necessary for the practice of law and makes numerous recommendations for reforming legal education.

Because the bar association accredits law schools, its report is expected to be widely influential.

"This is the first time that such a comprehensive statement has ever been attempted," said Robert MacCrate, chairman of a special panel that produced the report. "It should be considered a work in progress, a document through which the profession can examine what it is teaching in law schools."

The centerpiece of the report is a "Statement of Fundamental Lawyering Skills and Professional Values," which was published separately in May. The panel

hopes this extensive catalogue of skills and values—ranging from "legal analysis" to "factual investigation" to "counseling"—will, among other things, help prospective law students understand what skills practicing lawyers need.

Among other conclusions in the report:

- Each law school should examine the fields its graduates are entering and tailor its courses accordingly. In most cases, the task force suggests, that will mean strengthening clinical programs that offer students real-world experience and placing more emphasis on basic professional skills like writing.

- Bar examinations in each state should include questions that test not only analytic thinking and knowledge of legal doctrine, but also professional skills and a commitment to ethical considerations.

- States should require lawyers who are accepted into the bar to update their legal knowledge periodically through coursework. This suggestion underscores the thesis of the task force that legal educa-

tion represents a continuum stretching from before law school to retirement.

- A non-profit corporation, to be called the American Institute for the Practice of Law, should be established by the ABA and the American Law Institute to serve as a forum for the debate on the future of legal education.

'Tremendous Implications'

The ABA circulated drafts of the document within the legal community in 1991, so many legal educators who have not yet read the final document are nevertheless familiar with its content.

"I think it has tremendous implications," said Donald J. Polden, associate dean at the Drake University Law School. "It may cause people to rethink the whole notion of curriculum planning in the law school."

Law-school officials whose institutions emphasize clinical training are especially excited about the report. "The fact that they've come up with a roster of lawyer's skills

that includes things like interviewing and counseling vindicates what we've been saying for 20 years," said Gary S. Laser, director of clinical education at the Chicago-Kent College of Law. Mr. Laser believes that as much as one-third of a law-school student's credits should be earned in hands-on clinical or professional-skills courses.

Elliot S. Milstein, dean of the Washington College of Law at American University and a former director of clinical programs there, predicted the report would spur law schools to fill in significant gaps in their teaching. "We need to teach various theories about aspects of clinical practice and then send students into situations where they can test those theories," he said.

Some Are Wary

Other legal educators were more wary about curriculum reform. Although the report states explicitly that its findings will not be used as a model for accreditation requirements, some officials worry that it

will eventually serve as just such a blueprint—possibly compelling changes in course offerings.

Herma Hill Kay, dean of the Boalt Hall School of Law of the University of California at Berkeley, said: "I think it's useful for the ABA to take a leadership role in this, but whether the suggestions should be implemented across the country or used for accrediting purposes is another story."

Said Stephen Yandel, an associate dean at Yale Law School: "We would resist directives from outside to us as a faculty." He said, however, that Yale recently bolstered its clinical program and that faculty members were debating issues raised in the report.

Many elite law schools now rely on large law firms to provide their graduates with practical training. "Schools send their students on to do different things," said Geoffrey R. Stone, dean of the University of Chicago law school. "Our assumption is that students will go on to more training after they graduate."

Electronic Versions of Texts Draw Praise and Fire

Continued From Preceding Page
out to be a waste of time. "There were changes in the copyright laws, so we abandoned that edition," he says. Another edition, this one with no active copyright, is currently available.

As the number of people connected to computer networks mushroomed, the number of volunteer typists for Project Gutenberg swelled as well.

Last year the project posted a new book each month, almost as many as it had entered in its previous two decades. So far this year, two books a month have been published, giving Mr. Hart hope that his 10,000-volume goal will be achieved by the beginning of the next century.

By then, he speculates, everyone will be connected to the networks, and everyone will be able to receive copies of the texts. Materials will be available at a fraction of the cost of paper products. They will not have to be rebound or re-

shelved. "Material in the public domain will truly be in the public domain," he says, "available to everyone, all the time."

Lots of people, however, have expressed their disapproval of Mr.

"There's not a lot of little old ladies reading these on laptops on the beach. His marketplace is scholars, and will remain so for some time."

Hart's dream. Many of them are librarians.

No librarians wished to be quoted for this article, but they had no trouble expressing their feelings when promised anonymity. "It's trash," says one. "He's polluting the networks with garbage," says another. For librarians, they say,

certain attributes of books—the version, the typeface, the edition—are critical, and Project Gutenberg doesn't offer those things.

Mr. Hart acknowledges the criticism. Part of the problem is his own doing, he says, noting that he is not always diplomatic and tactful.

Threat to Librarians
But, he says, part of the opposition stems from librarians' fear that electronic libraries are a threat to their jobs and status. Once, he says, he dropped off a computer disk containing several volumes of books for a friend to pick up at a library. The friend wasn't there, but another librarian offered to relay the disk to his friend. "I said, 'Just tell him here are those books he wanted,'" recalls Mr. Hart, "and every molecule of blood drained out of her face. She must have gone into shock."

Mr. Hart has done some fence mending with the library community, arguing that electronic collections will make librarians even more important. Patrons of an electronic library will need more help, not less, than patrons of a traditional library, he believes. "People will find it easier to get lost in the Library of Congress when it fits in the palm of their hand than they do in

the real building," he says. "Librarians will become even more important."

"People will find it easier to get lost in the Library of Congress when it fits in the palm of their hand than they do in the real building."

Other critics charge that Project Gutenberg's offerings are suspect. "It has good will and good intentions, but an absence of professionalism, so the end result is problematic," says James J. O'Donnell,

professor of classical studies at the University of Pennsylvania and co-ordinator of the Center for Computer Analysis of Texts there. Mr. O'Donnell suggests that the work done by the project's volunteers is amateurish and unsupervised and that sloppy copies of manuscripts could be distributed.

Mr. Hart says errors are made in paper books all the time. The difference, he says, is that when he learns of an error he can correct it instantly, via computer.

A larger problem, say both Mr. O'Donnell and David M. Seaman, of the Electronic Text Center at the University of Virginia, is that Mr. Hart is uninterested in informing his users of such things as the edition of the text that was used for the electronic version. Printed versions of books actually change with each printing, they say, so it's important for scholars to know where the text comes from.

"Plain-Vanilla Text"

"You can take paperback editions of *Moby Dick* and compare them with each other, and in short order you discover that it ain't all that obvious just what *Moby Dick* is," Mr. O'Donnell says.

In addition, he and others say, Mr. Hart is uninterested in using special codes to tell users how the original would have looked on paper. Several other projects aimed at generating electronic text offer users information about what items are italicized and where the print falls on the page, details that may be critical to a scholar.

Mr. Hart argues that electronic text that is marked up in that fashion requires the reader to have other software to interpret the marks, and it is not widely available.

"I don't care if people want to use markup," Mr. Hart says. "I just don't want them to force it on everybody. There should be both plain-vanilla electronic text for people with plain-vanilla computers, and there should be marked-up copy for those who want to get into all that stuff."

"Some of these professors think everything should revolve around them," he adds. "My goal is to reach 99 per cent of the people. I can't sacrifice the 99 per cent for the other 1 per cent."

Most Users Are in Academe

Mr. Seaman argues that it is fine for Mr. Hart to say he wants to serve the general public, but he should recognize that most of his users today are those with access to the Internet, primarily scholars and students. Mr. Seaman says Mr. Hart should pay more attention to their interests. "There's not a whole lot of little old ladies reading these on laptops on the beach," he says. "His marketplace is scholars, and will remain so for some time."

Eventually, Mr. Hart believes, all of human knowledge will be placed on computers. "Getting the books there is something that's only going to happen once. A million years from now, if we're still here, there will still be copies of *Alice in Wonderland* floating around on computers. And unless somebody wants to enter them all over again, they'll be based on our work."

Information Technology

Information Technology

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Architecture. "Student Edition of AutoCAD, Release 10," for IBM PC and compatibles. Design and drafting software lets students use standard "AutoCAD" drawing files, edit in three dimensions, define user-coordinate systems, set up multiple viewpoints, and more; includes a student manual for tutorials; \$150. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

Assessment. "Performance Plus," for IBM PC and compatibles. Lets instructors collect, store, and report performance-based, student-assessment data; an individual Education Plan with goals and objectives allows instructors to track students' progress. For price, contact National Computer Systems, Box 936, Minneapolis, Minn. 55404; (800) 473-3269 or (612) 829-3000. (This course is listed in *The Chronicle*, July 1.)

Data management. "Scanventory," for Apple Macintosh. Automatic property-management system keeps track of capital assets and other equipment; provides standard reports on financial information, depreciation, insurance requirements, repair records, budget planning, and more; \$6,400. Contact: Vertere, 26 Valley Road, Middletown, R.I. 02840; (401) 847-2790.

Data management. "SuperBook Document Browser," for Unix-based machines. Hypertext system lets users browse and search through electronic text and graphics for information and read it on line; users can specify formats for documents, add marginal notes, and display graphics; \$3,500; site licenses available. Contact: Bellcore, 290 West Mount Pleasant Avenue, Livingston, N.J. 07039; (800) 527-1080 or (201) 740-3733.

Dictionary data bases. "Funk & Wagnell Standard Desk Dictionary, Version 1.1," for Apple Macintosh. Contains over 150,000 words with conjugations and plurals, a section on computer terms, gazetteer, abbreviations, biographies, and secretarial handbook; includes the *Concise Dictionary of 26 Languages*, with 1,000 common words translated into 26 languages; \$59.95; site licenses available. Contact: Industrial Inc., 5330 Prospect Road, Suite 321, San Jose, Cal. 95129-5028; (408) 866-8016.

Environmental data bases. "Focus (In: Global Change)," for Apple Macintosh and IBM PC and compatibles. Includes bibliographic data on 1,200 environmental items from thousands of science and social-science journals; \$375, updated biweekly. Contact: Institute for Scientific Information, 3401 Market Street, Philadelphia 19104; (215) 386-0100.

Financial aid. "Default Management System 725," for IBM PC and compatibles and Unix-based machines. Lets financial-aid administrators keep track of students with loans for 10 years after graduation or until the loan is paid off; generates letters to students reminding them about balances; keeps guarantors and lenders informed about changes in students' status; \$4,000. Contact: Zynys Inc., 3001 Infomart, 1950 Stemmons Freeway, Dallas 75207; (214) 746-5203.

Pharmacology. "Pharmacology Text-Stack," for Apple Macintosh. Requires "HyperCard." Contains the text, figures, diagrams, and tables from *Pharmacology*, a textbook by Theodor G. Theodorides, a pharmacologist at Tufts University; \$135; site licenses available. Contact: Keyboard Publishing Inc., 482 Norristown Road, Blue Bell, Pa. 19411; (800) 845-4551.

Statistics. "StatView, Version 4.0," for Apple Macintosh. Integrated system lets scientists and other researchers manage and analyze data, then create graphic presentations of their results; provides a window for combining tables and graphs with drawn objects and text; \$307. Contact: Abacus Concepts, 1984 Bonita Avenue, Berkeley, Cal. 94704; (415) 540-1949.

Windows. "MediaBlitz," for IBM PC and compatibles. Requires "Windows." Lets users create multimedia presentations with sound, text, and graphics

without previous programming knowledge; \$95. Contact: Asymetrix Corporation, 1101 110th Avenue, N.E., Suite 717, Bellevue, Wash. 98004; (800) 448-6343 or (206) 462-0511.

OPTICAL DISKS

Dictionary data bases. "The Oxford English Dictionary, Second Edition," for CD-ROM players used with IBM PC and compatibles. Contains the contents of the 20-volume print edition of the *Oxford English Dictionary* published in 1989; includes 616,500 words and terms, 137,000 pronunciations, 577,000 cross references, and 2.4 million illustrative quotations; \$895. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Environmental data bases. "World Climate Disc," for CD-ROM players used with IBM PC and compatibles. Requires "Windows." Contains data from several thousand meteorological stations worldwide from the 18th century to the present; includes gridded maps; \$950. Contact: Chadwyck-Healey Inc., 1101 King Street, Alexandria, Va. 22314; (800) 752-0525 or (703) 683-4890.

Environmental data bases. "Wasteinfo," for CD-ROM players used with IBM PC and compatibles. Includes 60,000 citations and abstracts of documents from 1987 to the present available from the Waste Management Information Bureau; topics include all aspects of waste disposal and treatment, impact of wastes on the environment, waste-management policy, guidelines, and legislation, and information on companies that offer services and products in waste management; \$1,295; updated quarterly; site licenses available. Contact: Compact Cambridge, 7200 Wisconsin Avenue, Bethesda, Md. 20814-4823; (800) 843-7751 or (301) 961-6750.

Physics. "The Video Encyclopedia of Physics Demonstrations," for videodisk players used with Apple Macintosh and IBM PC and compatibles. Includes 600 demonstrations illustrating principles of electricity and magnetism, fluid dynamics, heat and thermodynamics, mechanics, optics, sound, waves, and more; \$2,995 for 25 disks. Contact: Education Group Inc., 1235 Sunset Plaza Drive, Los Angeles 90069; (310) 659-8842.

Social-science data bases. "ASSIA Plus," for CD-ROM players used with IBM PC and compatibles. Contains 100,000 records, from 1967 to the present, selected from the 520 English-language journals included in *Applied Social Science Index Abstracts*; subjects include anthropology, criminology, education, law, health, nursing, political science, psychology, sociology, urban planning, women's studies, and more; \$2,075 annually; updated quarterly. Contact: Bowker Electronic Publishing, R. R. Bowker, 171 Chapel Road, New Providence, N.J. 07974; (800) 323-3288.

Social-science data bases. "Social Sciences Citation Index," for CD-ROM players used with Apple Macintosh and IBM PC and compatibles. Includes bibliographic data and cited references on items from 1,400 social-science journals and 3,200 scientific and technical journals worldwide; \$4,845 for basic disk; \$6,540 with English-language author abstracts; updated quarterly; cumulative indexes available. Contact: Institute for Scientific Information, 3501 Market Street, Philadelphia 19104; (215) 386-0100.

Technology data bases. "CTI Plus," for CD-ROM players used with IBM PC and compatibles. Includes 175,000 records from 1981 to the present from the 320 technical and scientific journals included in the *Current Technology Index*; topics include chemical, electrical, and mechanical engineering, electronics, ergonomics, machinery, military technology, organic and inorganic chemistry, photography, and more; \$1,525 annually; updated quarterly. Contact: Bowker Electronic Publishing, R. R. Bowker, 121 Chantillon Road, New Providence, N.J. 07974; (800) 323-3288.

Windows. "Andrew," for CD-ROM players used with Unix-based systems. Includes executive files and source code for the "Andrew" user-interface system; Carnegie Mellon University's campuswide information system; lets users create and use documents and develop multimedia applications, applying an integrated, toolkit approach; \$50. Contact: Susan Straub, Andrew Consortium, School of Computer Science, Carnegie Mellon University, 510 Forbes Avenue, Pittsburgh 15213-3890; (412) 268-6710.

TECHNOLOGY UPDATE

- Access system blocks unauthorized diners
- X-rays are digitized and added to data base
- Future teachers connect with handicapped
- Students get boost with on-line instruction

The University of Georgia has installed an electronic-access system for its campus dining halls to keep students from sharing their meal cards with friends.

The system relies on a magnetic card with code that represents a student's handprint. When students purchase a food plan at registration, they program their meal cards with numbers identifying that plan and have their hands "read" by an encoding device. The information is stored in the card's magnetic strip.

To enter the dining hall, students run their cards through a slot in a card reader and place their hands on a special plate. As long as the coded card and the student's handprint match, the turnstile to the dining hall opens.

"Students have unlimited access to all dining halls," says J. Michael Floyd, head of food services. "We have to make sure that the student who purchased the meal plan is the one who is using it."

If a student loses a meal card, the access system guarantees that no one else can use it, he says.

For more information, contact Mr. Floyd, Food Services Department, Snelling Hall, University of Georgia, Athens, Ga. 30602; (404) 542-1256.

—BEVERLY T. WATKINS

The medical school at the University of Florida is developing a system that will let radiologists examine images of X-rays on computers in different locations.

X-ray films are being digitized and added to a data base in the school's computer system. Already-digitized diagnostic "pictures" are also being added. Once in the system, the images can be called up on several dozen workstations throughout the school.

Edward V. Staab, chairman of the radiology department, says

most medical schools today are trying to create electronic systems that will let doctors move away from reliance on film for diagnosis. However, he says, "we are one of the few institutions trying to implement this on a clinical basis, and we are trying to do it with what's available in the marketplace."

Getting the different pieces of equipment—such as Apple Macintosh, IBM, and Unix-based computers, scanners, and data-storage devices—to talk to each other is difficult, says Mr. Staab. Ideally, he says, a health-care worker should be able to tap a few computer keys and see an electronic version of a patient's X-ray immediately. He says current systems are relatively slow.

Mr. Staab says being able to display the same pictures simultaneously in several locations will let doctors get X-rays on demand. "Right now, 20 per cent of the time when you need to see an X-ray, somebody else has it," he says.

For more information, contact Mr. Staab, University of Florida, Health Science Center, Box J-374, Gainesville, Fla.; (904) 395-0290; E-STAAB@XRAY.HEALTH.UFL.EDU. —DAVID L. WILSON

Future teachers at Marist College are learning how to instruct handicapped children in a new program called *Electronic Pen Pals*.

Forty teacher-education students, all juniors concentrating on special education, are corresponding with 40 handicapped students at nearby New Paltz

Middle School, using IBM computers connected over telephone lines by modems.

The goal of the program, says Janet Stivers, an assistant professor of special education, is "to give the sixth-to-eighth graders an opportunity to practice writing, and my students an expanded opportunity for field work."

The future teachers may ask the middle-school students to write a descriptive paragraph on the computer and let them check it for spelling, grammar, and punctuation mistakes. Or they may compose a paragraph with errors and ask the middle-school students to correct it. Ms. Stivers says the students correspond for an average of 15 hours during the term.

As pen pals, "my students get acquainted with one individual handicapped child more closely and get to know that child's needs," says Ms. Stivers. "The enthusiasm of the middle-school children motivates my students."

She says the program also shows her students how they can use technology for instruction. For more information, contact Ms. Stivers, Marist College, Poughkeepsie, N.Y. 12601-1387; (914) 575-3000. —B.T.W.

Students who took courses on line as part of a pilot program at Northern Kentucky University last spring received better grades and enjoyed the instruction more than students who took the same courses in classrooms, according to an evaluation of the program.

For the pilot, 224 students were divided equally among six courses in education, business law, geology, and sociology. Half received instruction and communicated with professors on line using Apple Macintosh computers with modems. The other half, the control group, received traditional instruction.

Almost half of the students using the computers got A's in their courses, compared with 30 per cent of those in the control group, according to the evaluation, conducted by a marketing-research company. However, a higher proportion of students in traditional classes got B's and C's.

David Jorns, the provost, says he is pleased with the outcome of the program. "Fifty per cent of our enrollment will be made up of non-traditional students by the end of this decade," he says. With on-line instruction, he adds, the university can offer courses that are more convenient for them.

For more information, contact Mr. Jorns, Administrative Center, Northern Kentucky University, Highland Heights, Ky. 41076; (606) 572-5360. —B.T.W.

Briefly Noted

The 1992 edition of *Technology and Teacher Education Annual* is available from the Association for the Advancement of Computing in Education, P.O. Box 2966, Charlottesville, Va. 22902; (804) 973-3987; AACCE@VIRGINIA.EDU. The price is \$35 for members and \$45 for others.

New Directions in Financial Computing: Integrated Administrative Data Processing in Higher Education, a guide to establishing college and university information-management systems, is available from the National Association of College and University Business Officers, One Dupont Circle, Washington 20036-1178; (202) 861-2560. It is \$42.95 for members and \$56.95 for others.

InfoTech Services

COMMUNICATIONS

Enhance your campus academic and life style programs with GTE's Smart Campus. The turn key package includes an on-campus broadcast network for lectures and conferences, on and off-campus resource data access, advanced telecommunications and more.

Call 1-800-743-4228.

GTE Applied Campus Technologies

GROUPWARE

PARTICIPATE®
Computer Conferencing Software for Distance Learning

Fax: 215-435-8453
Internet: epart@vax.cc.lehigh.edu

SOFTWARE

banner. I.A. PLUS™

The Power to Reach New Heights in Administrative Computing

...Through both Client/Server & Mainframe Solutions

Finance • Alumni/Development
Financial Aid • Student
Human Resources

Systems & Computer
Technology Corp.
1 County View Road
Malvern, PA 19355
800-823-7036

Legend
Tomorrow's Solutions Today

...the family of advanced administrative software systems from AMS—the LEGEND series of applications addresses everything from financial management and human resources to student information and fund raising. For more information call 1-800-255-6405.

AMS
American Management Systems

NextSTEP™
The only true object-oriented system software and development environment is the right solution for your campus computing needs. For information about Next on campus, call 1-800-879-Next.

MAPLE
The New Math Standard
Waterloo Maple Software
160 Columbia Street West
Waterloo, Ontario, Canada N2L 3L3

DATATEL
Career Planners: SIGI PLUS from ETS—career guidance software system for the '90s. Call 800-857-7444.

Administrative Software

Comprehensive, fully supported and integrated Student Information, Financial, Human Resources, and Fundraising software system for higher education. Installations at over 90 colleges and universities. On-site training/installation provided.

For information call
1-800-283-5017
COMPUTING
OPTIONS
COMPANY

Call 1-800-743-4228.

GTE Applied Campus Technologies

GROUPWARE

PARTICIPATE®
Computer Conferencing Software for Distance Learning

Fax: 215-435-8453
Internet: epart@vax.cc.lehigh.edu

SOFTWARE

banner. I.A. PLUS™

The Power to Reach New Heights in Administrative Computing

...Through both Client/Server & Mainframe Solutions

Finance • Alumni/Development
Financial Aid • Student
Human Resources

Systems & Computer
Technology Corp.
1 County View Road
Malvern, PA 19355
800-823-7036

Legend
Tomorrow's Solutions Today

...the family of advanced administrative software systems from AMS—the LEGEND series of applications addresses everything from financial management and human resources to student information and fund raising. For more information call 1-800-255-6405.

AMS
American Management Systems

NextSTEP™
The only true object-oriented system software and development environment is the right solution for your campus computing needs. For information about Next on campus, call 1-800-879-Next.

MAPLE
The New Math Standard
Waterloo Maple Software
160 Columbia Street West
Waterloo, Ontario, Canada N2L 3L3

PROTECT YOURSELF

with Ironclad™, the only security/anti-virus software designed specifically for academia. With Ironclad running on your PC, your hard drive is 100% secure against tampering, software piracy and viruses.

For information call
1-800-283-5017
COMPUTING
OPTIONS
COMPANY

Call 1-800-743-4228.

GTE Applied Campus Technologies

GROUPWARE

PARTICIPATE®
Computer Conferencing Software for Distance Learning

Fax: 215-435-8453
Internet: epart@vax.cc.lehigh.edu

SOFTWARE

banner. I.A. PLUS™

The Power to Reach New Heights in Administrative Computing

...Through both Client/Server & Mainframe Solutions

Finance • Alumni/Development
Financial Aid • Student
Human Resources

Systems & Computer
Technology Corp.
1 County View Road
Malvern, PA 19355
800-823-7036

Legend
Tomorrow's Solutions Today

...the family of advanced administrative software systems from AMS—the LEGEND series of applications addresses everything from financial management and human resources to student information and fund raising. For more information call 1-800-255-6405.

AMS
American Management Systems

NextSTEP™
The only true object-oriented system software and development environment is the right solution for your campus computing needs. For information about Next on campus, call 1-800-879-Next.

MAPLE
The New Math Standard
Waterloo Maple Software
160 Columbia Street West
Waterloo, Ontario, Canada N2L 3L3

DATATEL
Career Planners: SIGI PLUS from ETS—career guidance software system for the '90s. Call 800-857-7444.

Government & Politics

Governors who disappointed their state universities at budget time this year got a chance to reaffirm their collegiate loyalties at the meeting of the National Governors' Association last week.

At an elaborate "College Days" party at Princeton University, guests were invited to wear college T-shirts, and most governors gamely showed up in their state flagship's colors. But the party forced some governors into delicate choices.

Missouri Gov. John Ashcroft graduated from Yale and the University of Chicago, but his T-shirt advertised Missouri (The University of Missouri in Columbia). "I had one that said Mizzou," he said. "I didn't have one that said Yale."

Mississippi Gov. Kirk Fordice wore an Ole Miss jacket, although he graduated from Purdue University. "My wife got out an old Purdue T-shirt and it didn't look very good," he explained.

Iris Campbell, wife of South Carolina Gov. Carroll A. Campbell, Jr., wore a "Clemson" shirt, for Clemson and the University of South Carolina. The Governor threw his allegiance solely to the Gamecocks of USC.

A live band played rock music from the 50's and 60's, including such appropriate titles as "Leader of the Pack." The decorations echoed the nostalgia theme with pompoms, footballs, college banners, and library books. But nowhere was there anything to commemorate the good old days of protests and building takeovers.

Opponents of the proposed space station complain that the project's advocates have exaggerated claims about the benefits of the project to biomedical research.

Now a new voice has been added to that chorus: that of Bernadine P. Healy, the director of the National Institutes of Health.

Shortly before the House of Representatives voted to continue support for the project, Dr. Healy and Daniel S. Goldin, the Administrator of the National Aeronautics and Space Administration, signed a plan that called for the two agencies to support research on the biological and behavioral changes that occur in humans in space. At the time, supporters of the space station said Dr. Healy's participation proved that the space station was important for biomedical research.

But in a letter to Mr. Goldin, Dr. Healy disputed those claims, saying that they created "unrealistic expectations." She added that it was "too early to determine the true value of space research in contributing to the solution" of health problems.

A spokeswoman for Dr. Healy said the NIH director was not questioning the project. The spokeswoman added: "This is not meant to be a commentary on the space station. Dr. Healy is very supportive of the space station."



President Bush and Gov. Bill Clinton at a session of an "education summit" with the nation's governors at U. of Virginia in 1989. The summit led to a plan for improving education by 2000.

President's Education Record Draws Praise and Skepticism

College officials agree that Bush got off to a fast start, but disagree over his leadership, goals, and tactics

By Thomas J. DeLoughry

AS PRESIDENT BUSH prepared to accept his party's nomination for re-election next week, he declared education to be his No. 1 priority for a second term. His intent is to follow up on an education-reform agenda that he began after taking office in 1989.

While a few educators praise his first-term efforts, many contend that he accomplished little that is worth following up.

Among the harshest critics of Mr. Bush's record are some higher-education leaders who say the Bush Administration is unresponsive to the needs of their students and institutions.

The President, they say, exercised little influence during the lengthy debate over the Higher Education Amendments of 1992, the new law that will govern college programs for the next five years. They also contend that his Administration has been too quick to use college issues—such as minority scholarships and debates about ethnic and racial diversity—to score points with conservatives.

Critics and supporters agree that Mr. Bush got off to a fast start by convening an unprecedented "education summit" at the University of Virginia with the nation's governors eight months after taking office. Five months after that, the Administration and the governors had a list of six goals for improving education by 2000.

'Populist Crusade'

A committee of governors and Administration officials has moved forward with a plan to encourage the creation of national standards in various disciplines, and to administer achievement tests to fourth, eighth, and twelfth graders.

The Administration has supplemented that effort with "America 2000," a "populist crusade" that has linked 44 states and 1,500 communities in an effort to reform America's schools. The strategy calls for communities to embrace the national education goals and to support the creation of an innovative, "break the mold" school in every Congressional district. Teams of researchers have been commissioned to design such schools, but Congress has not approved the program.

The President also has created a commission to study ways of improving education for Hispanics. And he has renewed an executive order that requires government agencies to help strengthen historically black institutions.

Moderate A. Maidique, president of Flor-

ida International University and a member of a White House panel that advises the President on education, says Mr. Bush deserves a lot of credit for what he has done. "What's impressive to me is that this is the first President who has taken ownership of the education issue," Mr. Maidique says. "Who else ever stood up before and said: 'Education is important and I feel responsible, even though I'm responsible for only 5 per cent of the funding.'"

'They Are Making an Impact'

Quadalupa C. Quintanilla, assistant vice-president for academic affairs at the University of Houston and vice-chairwoman of the President's commission on Hispanic education, agrees that the President's record is solid.

"I believe he has motivated hundreds and perhaps thousands of people throughout the country to give their time, talent, and energy to improving education," she says.

Ms. Quintanilla says communities that have organized around the America 2000 strategy are keeping students in school and encouraging more of them to attend college. "Slowly, but very surely, they are making an impact on education in this country," she says.

Many others in higher education, however, dismiss the national goals and the America 2000 strategy as long on slogans and short on funds. "It's just not possible for us to be first in the world in math and science by 2000, no matter what we do," says James O. Freedman, president of Dartmouth College, referring to one of the six goals.

"It's a wonderful thing," he adds, "but I just don't see anything put behind them."

Others who support President Bush's agenda say he has not pushed it hard enough in Congress. "He comes out with great ideas, but then he doesn't fight for them," says Allyson M. Tucker, manager of the Center for Educational Policy at the Heritage Foundation.

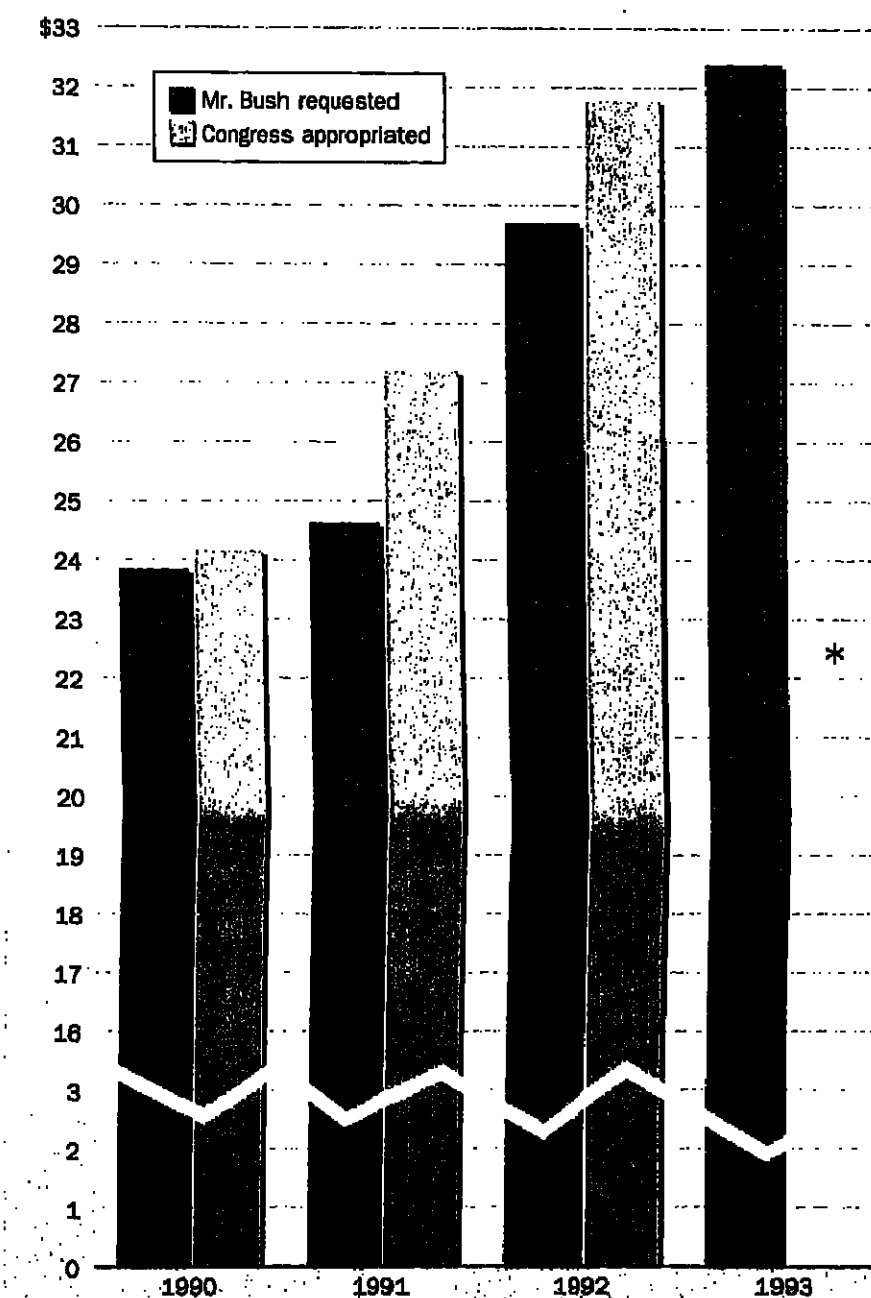
Peter P. Smith, dean of education and human development at George Washington University, agrees that the Administration has not worked hard enough to get an education plan through Congress. "I have felt increasingly in the last year that the language has been the right language, the words have been the right words, but I haven't felt a kind of intensity about the issue," he says. "It's like an issue to win

Continued on Page A22

Support for Education During the Bush Presidency

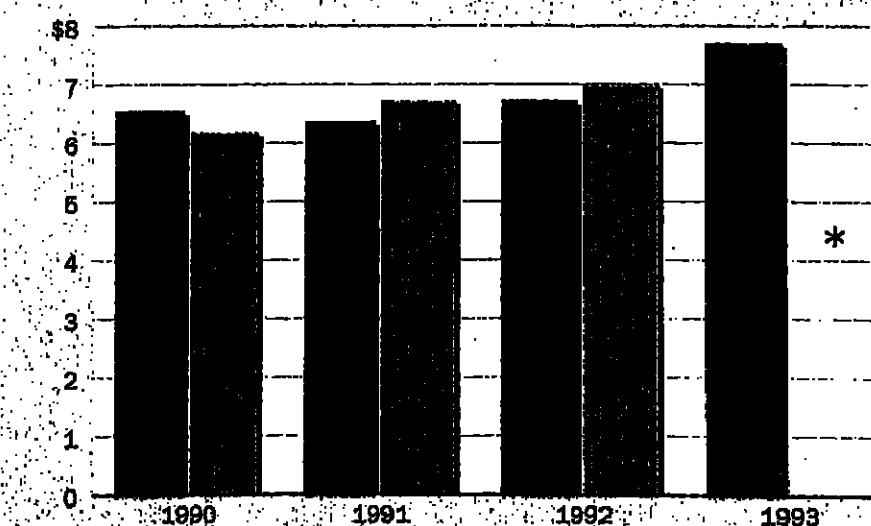
Education Department

In billions



Student Aid

In billions



Notes: Figures for student aid exclude funds for guaranteed student loans, which are an entitlement.
* Congress has not completed action on the 1993 appropriation bill.

SOURCE: Chronicle Reporting

CHRONICLE CHART BY HOLLY HANSEN

Education Commission of the States Discusses Radical Change for Colleges

By JOYE MERCER

CINCINNATI

How about a state higher-education policy that gives colleges more autonomy, requires students to earn a "first degree" before enrolling in upper-level college courses, and allocates a large portion of a college's budget through incentive and performance awards?

Such a reform probably won't take place anytime soon. But a "mock bill" containing those provisions was discussed last week at the annual meeting of the Education Commission of the States. Legislators and educators here said the bill reflected the growing interest in radical approaches to solving higher education's problems.

'Piecemeal Alternatives'

"The idea was to stimulate debate rather than advocate a solution," said Aims C. McGuinness, director of higher-education policy for the ECS. "The problem is that people come up with piecemeal alternatives. Or they just come up with complaints."

Connecticut State Rep. Naomi K. Cohen agreed that changes in higher-education governance are necessary. But she cautioned against "throwing the baby out with the bath water."

"There are good things happening, and it's a mistake not to acknowledge that," she said.

The mock legislation, discussed by a panel of state legislators here, would establish a Postsecondary Education Services Corporation in place of separate systems for public research universities, four-year colleges, and two-year colleges. Four commissions—on standards; student financing; college and university financing; and research, technology, and service—would carry out the corporation's functions.

Mr. McGuinness's bill also included accountability measures that would give each state campus more autonomy through a board of trustees. To receive state support, each campus would have to report annually to the public on its performance

and how it is spending state money. Additionally, colleges would be eligible for competitive awards to create programs that address "major public priorities," such as restructuring undergraduate education or strengthening the reward system for good teaching.

Ms. Cohen said any legislation that provided for greater accountability would be valuable. "I believe that with state money comes some degree of responsibility to make sure it is spent in an orderly way," she said. "Obviously, annual reporting is a way to keep track of what you've got, but it doesn't always answer whether what you've got is what you want."

Under the legislation, students would be required to have a state-certified "first degree" before the state would subsidize upper-level college courses. Youths and adults would earn the degree through high schools, colleges, or other institutions by meeting criteria to demonstrate what they "should know and be able to do to be effective citizens and employed in a high skills/high wage economy." Those criteria would be hammered out by the commission on standards, and the degree would be equivalent to the first 60 college credit hours of college.

Standards Would Be Specified

Institutions awarding the first degree would enter into agreements with students that would specify the standards the students are to meet, how they would be assessed, and the time in which the degree should be earned.

"There is growing frustration across the country not only about what students are learning in college, but about the time it's taking them to finish and the lack of progression from secondary school to college," Mr. McGuinness said. "What this tries to do is address that problem in a way that gets the commitment from the student and a combination of institutions."

Ms. Cohen said the first degree would provide a link between secondary education and college.



Aims C. McGuinness of the Education Commission of the States: "The idea was to stimulate debate rather than advocate a particular solution."

"There hasn't really been a good tie between high school and college, other than a high-school counselor saying, 'We'll show you what you can do with your SAT scores,'" she said.

The legislation would also create an education-and-training account for each student. Through it, a person would accumulate credits to finance college education or

job training or to provide a stipend during an apprenticeship. Credits would begin accumulating with a state contribution when a student completes the 10th grade, and by other state contributions when students meet their first-degree requirement. Contributions also would be made for community service, or on behalf of a student by an employer, relative, or other sponsor.

STATE NOTES

■ Missouri voters agree to earmark lottery proceeds for education

■ Judge says Michigan's prepaid-tuition program can be taxed

■ Plan to shut Boston center of U. of Massachusetts protested

other setback by ruling that the Internal Revenue Service can continue to assess taxes on it.

The program, the Michigan Education Trust, has stopped accepting new participants, in part because of concern about the soundness of the financial projections on which the program is based. One reason for the uncertainty has been an IRS requirement that the trust pay taxes. Since the program started in 1986, the trust has paid more than \$29-million in federal income taxes.

The trust has argued that it should be exempt from the taxes because of its ties to the state government. But Federal District Judge Douglas W. Hillman rejected that contention.

Judge Hillman said in his decision that the trust was not part of the state government because funds from the

trust could not be used for any state-government expense, but only to pay for the college tuition of participants in the program.

—SCOTT JASCHIK

An aggrieved group of Boston community leaders is urging "Gandhian-type resistance" against a plan to close the downtown center of the University of Massachusetts at Boston.

The center houses the College of Public and Community Service, which was created for urban students—many of them adults—to study the liberal arts and urban issues.

The college is to be moved to the university's main campus in Dorchester, but protest leaders say the change will make it difficult for adult students who

work full time and have families to attend evening classes, especially if they must return to unsafe neighborhoods after dark.

A notice signed by several community leaders accused Massachusetts Gov. William F. Weld, a Republican, and the university's chancellor, Sherry H. Penney, of "blatant institutional racism within a developing national pattern." It specifically mentioned planned changes at the City University of New York. Critics say new admissions standards at CUNY will discriminate against minority students.

The notice also said the Governor and chancellor were "contemptuously thumbing their noses at Boston's communities of color and maliciously pursuing a course of urban abandonment."

The closing was not motivated by racism, said Walter Littell, the university's associate vice-chancellor for external relations. He said the university would have preferred to keep the downtown center, but that several years of budget cuts had left it unable to continue operating the center and to spend millions of dollars to make needed repairs.

—K.L.



End Paper: 'Equal Before the Lens' B40

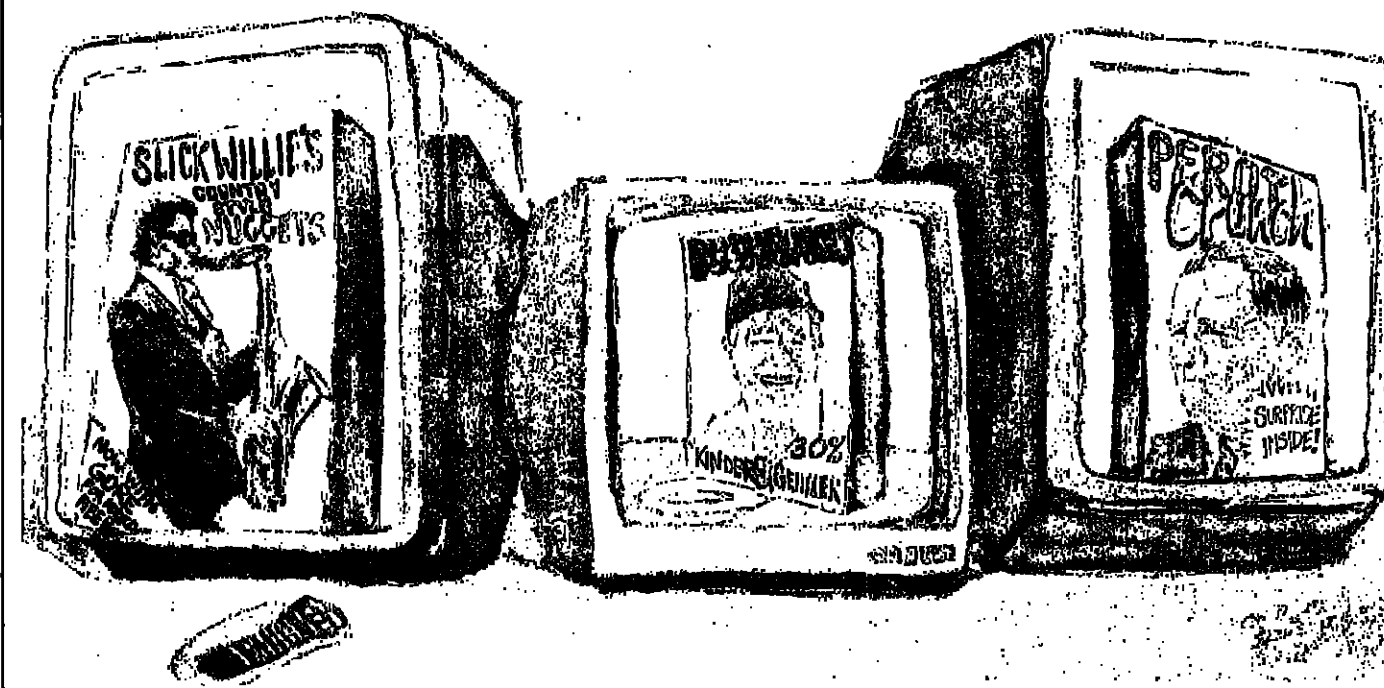
Letters
to the Editor
B2-3

Bulletin Board
B4-39

THE CHRONICLE OF HIGHER EDUCATION

Section 2

August 12, 1992



How to Watch a Sound Bite: Students Need to Study Television's Effect on Politics

By Robert Thompson

IN THIS ELECTION YEAR many faculty members have wondered, Do my students know who their Senators and Representatives are? Do they know the principal differences between a Republican and a Democrat? Will they even bother to vote? Can they find Iraq on a map of the world? Will the democratic experiment survive without an informed and savvy electorate?

During our many efforts to educate our students about the complicated processes of Presidential elections, the discussion inevitably turns to television. Articles, books, classroom tirades, faculty-lounge conversations, even programs on TV itself all tend to cover the same familiar territory: Television has turned the democratic process into a three-ring circus. The medium emphasizes style over substance; issues are packaged and sold not in thoughtful political treatises like *The Federalist Papers* or *Common Sense*, but in 30-second commercials like those for M&M's or Nestle's Quik. American politics have thoroughly absorbed the idiom of show biz.

Lately, many of these issues have been compressed into a discussion of the "sound bite," those short, processed, easy-to-consume verbal nuggets that appear in news stories, commercials, and campaign speeches. The complex issues involved in administering the United States of America, we argue to our students, cannot be reduced to the subatomic,

audio-visual particles that characterize MTV and "Sesame Street." Politics are being delivered to us eight seconds at a time, and that will never do.

Once we've made our students conscious of this fact, however, have we really made them better citizens? What's all the fuss about the sound bite anyway? Socrates spoke in them. So did Confucius and Jesus. Many of the most-often recited lines from poetry are made-for-TV: pithy, short, and eminently quotable. Bartlett's *Familiar Quotations* is an encyclopedia of sound bites, and even Strunk and White's *The Elements of Style*, in a way, encourages their use when it advocates the short, clear sentence. And is there anyone among us who hasn't sat through a filibuster at a faculty meeting wishing a colleague would just get to the point, or, to put it another way, speak in sound bites so we can get on with the issue?

I certainly don't think that all of the complicated tasks of running the country can be communicated to the electorate in chunks of eight seconds or less. And by relentlessly pointing this out to enough stu-

dents, perhaps a few of them who eventually find themselves managing news operations, heading networks, or running for office will actually try to communicate more-complex messages.

BUT SIMPLY NAMING and complaining about the sound bite doesn't get us very far. Longer, after all, isn't necessarily better, and it isn't the sound bite itself that is bad but the quality of the idea it contains. Some good ones exist—"equal pay for equal work," for example—and their brevity often means that they are not subject to differing interpretations. The "no new taxes" pledge from George Bush proved hard to wiggle out of with a simple "What I really meant when I said that was . . ."

In many ways, the long-winded speech was a lot easier to understand: You listened to the many ideas expressed, assessed them according to your own values, and voted your conscience. Dragging useful data out of the sound bite or the visual "image bite" is a lot trickier. What exactly was the Democratic Presidential contender Paul Tsongas trying to communicate when his campaign scheduled a "photo opportunity" as he worked out in a swimming pool in front of a battery of cameras? What did George Bush, who once was perceived by some as a "wimp," prove by publicly refusing to eat his vegetables? What was going on in a 1984 campaign advertisement for Ronald Reagan's re-election?

Continued on Following Page

"Understanding politics on TV goes beyond simply examining candidates' appearances in the news and on commercials."

Students Need to Understand Television's Effect on Politics

Continued From Preceding Page

that showed a man in the woods standing up to a bear, the dangerous foe in so many fables and fairy tales?

Because they need to communicate their messages quickly, television commercials and political sound bites tend to be impregnated with mythically resonant images and archetypes. But because they also are ubiquitous and appear in a medium to which most people don't pay careful attention, their effectiveness is often unnoticed, indeed denied, by many viewers.

The slippery nature of the political commercial and sound bite is a strong argument for their formal study in the classroom. While defenders of the traditional curriculum often resist required courses about television and other mass media, I can think of few courses more relevant to new voters than those that would teach them the anatomy of the sound bite and how to watch a TV commercial. Careful unpacking of the substantial cultural baggage carried by the bear, the broccoli, and the bathing suit does not usually go on in the living room, and therefore probably should in the classroom.

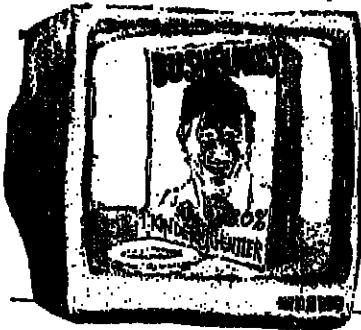
While a required mass-media course is hardly standard equipment for an undergraduate degree, universities are giving increasing attention to media and politics. Books like Kathleen H. Jamison's *Packaging the Presidency* and a number of readily available videotape anthologies of classic political advertisements are showing up on syllabi across the country.

Even newspapers are dedicating an ever-increasing amount of space to stories on candidates' use and manipulation of the media. But understanding politics on TV goes beyond simply examining candidates' appearances in the news and on commercials. It's common knowledge that more people get their information about politics from TV than from any other medium. It's also not hard to see that information is shaped and altered by the medium conveying it. The same Presidential debate between John F. Kennedy and Richard M. Nixon in 1960 got a very different response from radio listeners, who heard only the substance of the speeches and rebuttals, than it did from those who saw it on TV. Because Mr. Nixon had years of experience in debating techniques, he sounded great on the radio; most listeners thought he'd won the debate. On TV, however, his five-o'clock shadow, bad make-up job, light-colored suit, and thinning hair didn't stand a chance against the strikingly telegraphic image of the tanned, athletic Kennedy.

IT IS ALSO IMPORTANT to remember that people who are watching politics on TV are also watching game shows, cartoons, commercials, sitcoms, talk shows, and a lot more. Further, armed with remote-control devices, they are often watching all of them at the same time. Simply isolating a televised political event or commercial and studying it all by itself is not enough. We understand what we see on television not by looking at a single, specific program, but by bringing with us our entire experience of the medium—experience that is likely to include a lot more episodes of "Gilligan's Island" than Presidential debates. After all, the Times Mirror Center for the People and the Press recently reported that one-third of late-night TV viewers under the age of 30 learned about this year's election from TV jokes. Many of my students know more about President Bush via Dana Carvey's "Saturday Night

Live" impersonations than they do from news accounts.

Everything we see on TV comes out of the same box, and, in many ways, it all mixes together. When the political process becomes part of the endless stream of programming, it falls into, and becomes captive to, the rules of the medium as a whole. When we see politics on television, we fit the images into everything else we've seen on TV, including its morals, myths, values, conventions. The very nature of viewing blurs everything, and the most obvious examples of that blur—candidates appearing on sitcoms and late-night talk shows, serious stars becoming national political figures (Ronald Reagan, "Love Boat's" Fred Grandy), and comedy producers supplying ideas to election campaigns—serve only as the most striking examples of an overall trend. Television, a medium dominated by entertainment, has squeezed politics into



"The slippery nature of the political commercial and sound bite is a strong argument for their formal study in the classroom."

its own shape. In the process, the candidates, the complex issues, and the difficult choices that elections present have, to a degree, become made-for-TV—simple, entertaining, palatable.

When politicians disseminated their ideas solely through speeches, schools and colleges were teaching numerous courses on rhetoric and public speaking, taking as their subjects not only historical speeches (by Cicero, Lincoln), but fictional ones as well (from Homer, Shakespeare). Students were given a context for the speeches they heard by learning the history of speech making and learning about all the various forms of the medium—the spoken word—in which speeches were delivered.

LETTERS TO THE EDITOR

TO THE EDITOR:

Perhaps the intent of John Lewis Gaddis ("The Cold War's End Dramatizes the Failure of Political Theory," *Point of View*, July 22) was to kick up some dust rather than develop a serious critique of a general theory of international relations. To be kind, I will surmise that space limitations produced superficial reasoning that approaches being specious. Whatever the cause, the product was hasty, ill informed, and poorly titled.

Regarding the dramatic title, a challenge to a methodology developed decades ago by Hans Morgenthau does not constitute the failure of political theory. This is tantamount to saying that questions raised about the evidence of the "big bang" theory of the creation of the universe demonstrate the failure of the totality of the discipline known as physics.

It is also difficult for Mr. Gaddis to demonstrate that the interdisciplinary mesh of international relations, foreign affairs, comparative politics, international economics, and geopolitics has not

As today's candidates jump from MTV to "Today" to "The Larry King Show," they adjust their presentations according to the generic formulas, the audiences, and the styles of each program. A thorough examination of how they are doing this allows us not only to see and to judge their views about a number of groups, but also to test their consistency from appearance to appearance.

To understand what is happening in those performances, one must know something about the programs' audiences and their expectations of the programs. One must know the shows well enough to see how the candidate is playing to a particular audience and fulfilling its expectations. Mr. Clinton's hip, self-referential "inhaler" joke, told during the appearance in which he played the saxophone for the young audience of "The Arsenio Hall Show," would never have been told when

he appeared on the generically different "Today Show."

Vice President Quayle's attack on "Murphy Brown"—in which he said the main character set a bad example for youths by having a child "out of wedlock"—made TV and the values it conveys an issue in the current campaign. But his comments can't be responsibly judged unless we have watched the show and can assess whether what he says about it is true. We also need to know the history of TV to assess whether his claim that the medium is destroying "family values" is valid.

Students today may need to be reminded of the days when the values conveyed in

television shows were different. Classroom viewings of "The Donna Reed Show," "Leave It to Beaver," and "Father Knows Best" would reveal that "traditional" family values were very much intact in these programs. Yet the baby boomers who were raised on these shows would go on to make divorce a national pastime. By 1969, before a single divorced person appeared as a principal character in a TV series, the number of divorces in this country already had reached an all-time high. If they knew their TV history, students would be more likely to ask themselves whether, if "Murphy Brown's" values are detrimental to families, shouldn't the values conveyed on "Leave It to Beaver" have encouraged families to stay together?

ALTHOUGH the values conveyed on television series have not always caught up with real life, the series can reinforce certain stereotypical traits. The celebrations of individualism, free enterprise, rags-to-riches stories, and "Lone Ranger" justice in hundreds of TV series from "The Beverly Hillbillies" to "The A-Team" nicely trained television audiences to respond positively to a new TV character, the individualistic, hostage-rescuing billionaire H. Ross Perot. Because Mr. Perot fit into well-known, "maverick" character types when he voiced interest in becoming President, some voters might have made assumptions about him based more on television heroes than on what they actually knew of his own personality and character.

The irony, then, is that the traditional academic complains bitterly about what television has done to trivialize politics but at the same time ridicules the idea of requiring students to take classes analyzing popular TV. The link between television and politics is not going to be broken. Our best defense is to teach students about both.

Robert Thompson is an associate professor in the Newhouse School of Public Communication at Syracuse University and author of *Prime Time, Prime Movers* (Little, Brown & Co., 1992).

The Cold War and Predictability in Political Science

provided extensive material that has presented the possibility of revised geopolitical priorities driven by repeated and cumulative economic failure in the former Soviet bloc. . . . Moreover, no serious contribution to the aggregate of international-relations theory has argued that the Soviet Union or, for that matter, the United States of America would exist in its present ethnic, social, or political form in perpetuity.

Professor Gaddis, I am sure, did not mean to attempt to destroy the excellent reputation of Hans Morgenthau, whom he correctly identifies as a founding father of international relations. His theory, nearly five decades old, is no more a sign of a failure of international relations than the Gulf War is a sign of the failure of Islam. The war and Islam are facts that influence the world in the 20th century. The attempt to bring improved predictability to the discipline that must include in any predicting equation the relevant social, religious, political, economic, and historical factors of a

nation state and all politics which may influence it, must begin with simple theories as heuristic building blocks. And, in the history of humankind, we can never overlook the monumental role that an individual can play as a catalyst for historical transformations. Morgenthau's work, therefore, deserves enduring praise for what it started and not puerile sniping from the masters of hindsight.

MILTON T. COLE
Grants and Contracts Administrator
Homewood Research Administration
The Johns Hopkins University
Baltimore

TO THE EDITOR:

John Lewis Gaddis exalts the role of traditional historical scholarship above those who would try to emphasize the "science" in "political science." He points out that the theorists of international relations failed to predict the demise of the Soviet Union and the end of the cold war with its concomitant bipolar world. As one who has contributed to the "theoretical" literature, it is tempting to respond with "on you too!"

Where in the "traditional literature" will you find predictions of these world-shaking events?

I believe Professor Gaddis misinterprets the roles of prediction and idealization in physics—the supposed role model for much of the theoretical social sciences. He also shortchanges the many political theorists who do attempt to "include not just theory, observation, and calculation, but also narrative, analogy, paradox, irony, intuition, imagination, and—least in importance—style."

The goal of physics and other sciences is understanding, not prediction. Prediction is a tool, a vital one to be used wherever and whenever possible, but it is not all of science. . . . Similarly, it is not true that "theorists in the 'hard' sciences gave up on" accounting for reality "some time ago." It is true that in modeling reality we make severe idealizations, but the goal is to build upon the model so as to approach the real world. . . .

Theoretical studies of international relations must leave out much, but they can be rigorously explicit about that which they do

OPINION

include. Their explicitness facilitates the distinction between what "is" and what is "desired" or "should be." As in physics, a good theory—though far from "reality"—is a foundation upon which a structure, ever more closely approximating reality, can, with care and labor, be built. Such a foundation itself then, would represent a major, necessary component of understanding international reality. The necessarily interdisciplinary struggle to build it represents an opportunity, not a "failure of political theory," one which should be welcomed by scholars rather than denigrated by scholars.

ALVIN M. SAPERSTEIN
Professor of Physics
Wayne State University
Detroit

Richard D. Mohr and university presses

TO THE EDITOR:
Columbia University Press resolved in 1988 to initiate a series in lesbian and gay studies. Our editor wrote to Richard D. Mohr (University of Illinois at Urbana-Champaign), and in January 1989 we reached an agreement to work together on the series "Between Men—Between Women: Lesbian and Gay Studies," with Mohr as general editor, and advisors Eugene Rice (Columbia University), John Boswell (Yale University), Claudia Card (University of Wisconsin at Madison), Richard Green (University of California at Los Angeles), Gilbert H. Herdt (University of Chicago), Barbara E. Johnson (Harvard University), and Rhonda R. Rivern (Ohio State University).

Seven books have been published in the series so far with Mohr's effective and energetic participation, until his resignation in September 1991. The editors of the series now are Lillian Faderman (California State University at Fresno) and Larry Gross (University of Pennsylvania).

In the Point of View "When University Presses Give In to Bias, Academic Principle Will Be Disregarded" (July 15), Professor Mohr characterizes the series as a "high-volume cash cow." We reject that claim. Lillian Faderman's *Odd Girls and Twilight Lovers*, an award-winning book of broad general interest, has had exceptionally good sales. The aim of the series is to publish outstanding scholarship; this has been demonstrated by the excellent reviews of other books in the series, while sales figures have been characteristic of books from prominent university-press publishers.

Mohr mentioned Columbia's rejection of *Gay Ideas: Outing and Other Controversies*. It is wrong to indict the system of review followed by uni-

versity-press publication committees on the grounds cited by Professor Mohr, given the range of books found worthy to be published and forthcoming in Columbia's "Between Men—Between Women" series.

JOHN D. MOORE
Director
Columbia University Press
New York City

RICHARD W. BULLIET
Chair of the Publication Committee
Columbia University Press
New York City

TO THE EDITOR:

I too would be (a) proud to complete a book-length manuscript, (b) pleased to anticipate profits from its publication, and (c) very upset at all the rejections along the way. Dog bites man. In Richard D. Mohr's case, the system worked—without implicating tax dollars directly in a project the taxpayer would be unlikely to endorse anyway.

It takes something I don't possess for him to twist this success story into one more tale of oppression. We should all be so oppressed.

NATHAN W. HARTER
Assistant Professor of Statistics
Purdue University
Versailles, Ind.

TO THE EDITOR:

I am highly incensed at the thought that Richard D. Mohr both states and implies, which is that university presses and their boards do not have the right to publish, or not to publish, for whatever reason, any manuscript. This person's thinking as displayed here is dangerous. . . .

The only charter that I know of for all of our great university presses is to disseminate scholarly knowledge. . . . Mr. Mohr has no right to try to tell university presses which manuscript they should accept, either directly or by public criticism. . . .

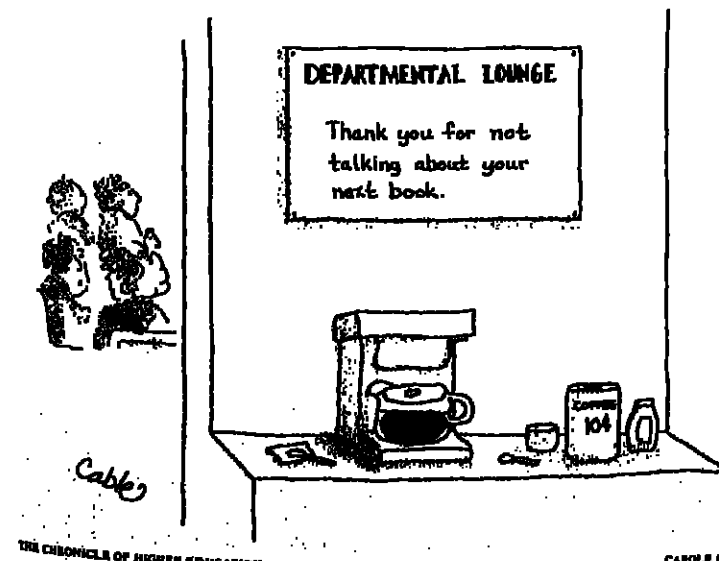
It seems to me that Professor Mohr needs to research and learn more about freedom and the infringement on our freedom both directly and by innuendo as well as whether pornography is considered an infringement. I will not even venture into the moral side of his art and sex. Perhaps it is better that he learn this by public rejection so that he will really have something to cry about.

I do not consider Mr. Mohr's writing, editorship, and conduct very professional or scholarly. I suppose he will tell me that I have no right to that opinion either.

ROBERT L. WARREN
Associate Director
The Johns Hopkins University Press
Baltimore

TO THE EDITOR:

By now, readers of *The Chronicle* are familiar with Richard D. Mohr's



THE CHRONICLE OF HIGHER EDUCATION

CAROLE CABLE

SOMEWHERE IN FRANCE



THE MILLER SISTERS ARE BEING SWEEPED OFF THEIR FEET

THE CHRONICLE OF HIGHER EDUCATION

CHRIS BURKE

criticism of university presses for declining his manuscript, *Gay Ideas: Outing and Other Controversies*. As a veteran of 10 years' work in the university-press world, I'm inclined to believe that homophobia affects few decisions made by university-press editors. Now that we at Beacon have accepted Mohr's manuscript, however, we have come face to face with a much more insidious form of homophobia—an unexpected, hidden, and effective means of censorship that could keep this important, controversial, and groundbreaking book from reaching any audience at all.

Beacon Press, a non-profit publisher, associate member of the Association of American University Presses, and established publisher of scholarly books, accepted Mohr's manuscript after reviewing readers' reports solicited by university-press editors, commissioning our own reports, and overseeing substantial manuscript revisions by the author. Wayne Koestenbaum, professor of English at Yale University, called the book, "troubling, brilliant." James Sasaki, professor of art history at Queens College, wrote, "One need not agree with all Mohr's conclusions to feel that one is in the presence of an original and sophisticated mind." David Greenberg, professor of sociology at New York University, said, "Mohr shows how a consistent philosophy of individualism and respect for human dignity can clarify difficult issues facing gay Americans today. His arguments cannot be ignored."

After we accepted and edited this book, we submitted it to 25 printers (including all of our standard suppliers) and were turned down by 24. Only one printer—a supplier of glossy corporate reports—has agreed to take the job, but because their business is not book printing, we will pay a premium for their services. Some printers claimed that their employees would balk at working on a project that contains sexually explicit art. So, *Gay Ideas*—after thorough vetting by scholars and acceptance by an established press—was nearly suppressed not by publishers, but by printers who decided to impose their own content restrictions—and prejudices—on a serious scholarly work. Printers who think nothing of printing pictures of heterosexual (i.e., normal) sex or who decorate their shop floors with calendars of naked

women don't want to acknowledge that homophobia underlies their selective moralizing when confronted with the pictures in our book, some of which passed muster, of course, in the famous Cincinnati Mapplethorpe trial.

Rather than debating the degree of enthusiasm in various readers' reports or the bases for individual publishers' decisions to accept or decline this work, I think we all—publishers and scholars alike—should band together against the censorship we have encountered. Should printers really have the power to decide what is appropriate for a reputable publisher to print? I think editorial decisions must be made by publishers—and no one else.

WENDY J. STROTHMAN
Director
Beacon Press
Boston

Defending linguistic diversity

TO THE EDITOR:

In my article "Why Do Academics Continue to Insist on 'Proper' English?" (*Opinion*, July 1), I referred to standard English as a myth because there is not one universally agreed-upon standard, but rather a loosely configured set of standards subject to so many variables of geography, sociology, context, style, and editorial whim that it is futile to speak of language as if it were a monolith.

One of my critics takes me to task for writing in so-called standard English ("Debating the 'Myth' of Standard English," *Letters to the Editor*, July 22; "Language, diversity, and 'proper' English," *Letters to the Editor*, July 29). To this I reply that it would be pretentious and condescending for me to mimic dialect writing, as some others have done in response to my piece. And I should point out as well that the prose of my article was heavily massaged by several layers of *Chronicle* editors. My beef, though, is not with standard English, or standards of English, but with linguistic prejudice.

The editors also switched the focus of my essay by changing its original title, which was "Why Can't Non-standard English Be Politically Correct?" This is entirely within their prerogative, and I, too, worry that anything tagged *politically correct* may prompt a knee-jerk response.

But a title challenging proper English, which is not my intent at all, promotes a different but equally automatic response, the cry that the barbarians will be allowed to destroy the linguistic treasure that is ours. And it deflects the reader's attention from the irony I was pointing to: that we frequently refuse to extend our tolerance of cultural diversity to the area of language. Indeed, one of my critics confirmed this irony when he acknowledged his grudging use of singular *they* to avoid what he calls the "sexist (but grammatical) *his*," while continuing to insist on proper English everywhere else. (*His* is no more grammatical than *they* in reference to indefinite antecedents: Although *they* violates a constraint on agreement in number, the generic masculine *his* violates an equally "grammatical" constraint on agreement in gender.)

Several critics argue that only so-called standard English can be unambiguous and precise. This, of course, is nonsense. All varieties of language, the standard as well as the stigmatized, can be ambiguous or unambiguous, precise or vague. The average administrative memo, my own included, may have standard subject-verb agreement and kosher spelling but tends to be verbose and hard to follow, if not altogether mind-numbing.

Others argue that only standard English can provide *entrée* into the work force. It is true, for example, that speech tests have been used at various times to exclude Jews, Asians, Hispanics, and African Americans, among others, from the teaching ranks in this country. Courts tend to hold that discrimination on the basis of language or accent is legal if it can be shown that communication skills, a term that to my mind is unconstitutionally vague, are necessary for a particular job. As a result, teachers often developed an overly precise pronunciation that reinforces the stereotype of pedagogy as language pedant. In general, though, employers intent on discriminating against workers will do so any way they can. Changing your language will only force them to find another reason not to hire or promote you.

Appropriate use of language is ultimately dictated not by style books or usage cops, but by contexts. We all modify our spoken and written language to fit all sorts of changing situations. Or we resist the social pressure to modify our language. In most cases, we do a little of both. What we must learn to do is examine our linguistic prejudices in the same way we have learned to look at our other cultural preconceptions. And we must learn to enjoy, rather than condemn, the varieties of language at our disposal.

DENNIS BARON
Professor of English and Linguistics
Director of Rhetoric
University of Illinois at Urbana-Champaign
Urbana, Ill.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

UNIVERSITY OF ZIMBABWE

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS:

LECTURESHIPS/SENIOR LECTURESHIPS/ASSOCIATE PROFESSORSHIPS
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Applicants must be senior academics holding a Ph.D. or equivalent. Considerable teaching and research experience in University or equivalent institution is an advantage. The successful candidate must demonstrate skills in Educational Research, Evaluation, Policy and Financial Analysis, School of Law, all of which may require computer applications. The candidate is expected to supervise and offer courses at post graduate level.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS (2 posts)

Applicants should hold at least an appropriate master's degree. Extensive professional experience in Guidance and Counselling. Computer plus any other areas of educational psychology will be a strong advantage. The successful candidates will be required to teach courses in Psychology of Education at the B.Ed., Grad.CE., M.Ed., M.Sc., and Dip.Ed. levels.

DEPARTMENT OF HISTOPATHOLOGY (4 posts)

Applicants should have MRCP(Ed) or equivalent in Histopathology and/or Forensic Pathology. The successful candidates will be required to teach pathology to undergraduates, postgraduates, and paraclinical students. They will be expected to carry out research and to provide clinical service.

DEPARTMENT OF PAEDIATRICS

Applicants should be academic Paediatricians with special interest in undergraduate and postgraduate teaching, research and clinical care of sick infants and children. Special knowledge of Neonatology and neonatal care would be an advantage.

DEPARTMENT OF GEOLOGY (2 posts)

Post A: Environmental Geologist—Applicants with a Ph.D. will be given preference. The successful candidate will create new courses within the broad range of this discipline. Similar attitude also exists for research with strong support from analytical equipment including electron microprobe and atomic absorption. The Department also maintains research links with several European universities. The candidate will further teach courses in general geology to undergraduates.

Post B: Petrologist—The post is available from 1 April 1993. Applicants should hold a Ph.D. The successful candidate will teach undergraduate courses in mineralogy and petrology, participate in undergraduate field excursions, and supervise postgraduate students. The Department of Geology has a long tradition of quality petrological research in Zimbabwe Archaean Craton, and a strong research interest in Archaean crustal processes will be an advantage. The department is equipped for petrological research and also maintains strong research links with several European universities.

RESEARCH FELLOWSHIPS

DEPARTMENT OF BIOCHEMISTRY

The post is tenable for one year in the first instance. Applicants must hold a Ph.D. in Biochemistry and should have an interest and experience in one of the following fields of research: Biotransformation of xenobiotics, immunology, biotechnology. The Department's particular interests in Biotechnology include Genetic Engineering, HIV and Plant Viruses, Thermophilic Organisms, Downstream Processing and Enzyme Technology.

DEPARTMENT OF MATHEMATICS

The post is tenable for one year in the first instance with potential extension to a maximum of three years. Applicants should hold a Doctorate or equivalent with specialization in (Quantum Mechanical) spectral theory or scattering theory, or a related area of mathematics.

CONDITIONS OF SERVICE

Both permanent and short-term contracts are offered. Persons who are not Zimbabwean citizens may be appointed only on a short-term, contract basis for an initial period of two years. Short-term contracts may be extended.

Six copies of applications giving full personal particulars which should include full name, place and date of birth, qualifications, employment and experience, present salary, date of availability, telephone number and names and addresses of three referees should be addressed to:

Director, Appointments and Personnel
University of Zimbabwe
P.O. Box 167
Mount Pleasant
HARARE
Telephone: UNIVERSITY
Tel: 28580 UNIV ZW
Fax: (265) (4) 735558

Overseas applicants may obtain further particulars from Ms. Anita Johnson, Programme Development Officer, Division of Education, The African American Institute, 835 United Nations Plaza, New York, NY 10017, USA.

Salary Scale

Engineering (including Professional Supplement)

Lecturer: Z\$44,416-Z\$67,276

Senior Lecturer: Z\$58,726-Z\$83,120

Associate Professor: Z\$68,726-Z\$99,336

Professor: Z\$70,020-Z\$73,932

Non-Medical

Lecturer: Z\$40,056-Z\$63,916

Senior Lecturer: Z\$55,368-Z\$80,760

Associate Professor: Z\$62,748-Z\$95,876

Professor: Z\$68,688-Z\$70,832

Medical/Veterinary (including Professional Supplement)

Lecturer: Z\$46,716-Z\$80,578

Senior Lecturer: Z\$62,028-Z\$88,420

Associate Professor: Z\$68,408-Z\$72,636

Professor: Z\$73,320-Z\$77,292

Research Fellow

Grade II: Z\$24,264-Z\$37,924

Grade I: Z\$28,896-Z\$32,424

Senior Research Fellow: Z\$36,836-Z\$42,420

The closing date for receipt of applications is 31 August 1992.

FULL PROFESSOR OF EDUCATION
(Tenurable)
AND DIRECTOR OF CENTRE FOR MATHEMATICS
AND SCIENCE EDUCATION

Queensland University of Technology is one of Australia's largest Universities with 23,000 students. The eight faculties of the University are: Arts, Built Environment and Engineering; Business; Education; Health; Information Technology; Law; and Science.

The Faculty of Education with 183 academic staff and 3000 EFTSU is organized into the following seven Schools: Cultural and Policy Studies; Curriculum and Professional Studies; Early Childhood; Language and Literacy Education; Learning and Development; Mathematics, Science and Technology Education; and Social, Business and Environmental Education. The Faculty offers courses at the graduate diploma and first degree level, and Master's and Doctoral Studies are undertaken within specified areas. The work of the Faculty is professionally oriented.

The Centre for Mathematics and Science Education is one of 11 University Centres and is sited within the School of Mathematics, Science and Technology Education which has 28 academic staff. The Centre receives special funding from the University to undertake research, higher degree teaching and service activities in Mathematics and Science Education. Its major research interests are in curriculum and instruction, learning and cognitive science, social and environmental context and technology-based instruction. The Centre provides higher degree instruction and supervision in its area of expertise at the Master's and Doctoral levels.

The appointee will promote and direct the research activities of the Centre, provide leadership in higher degree teaching programs within the Centre and School, promote and direct the service activities of the Centre, be responsible for policy development and ongoing management of Centre affairs, liaise with the Head of School, Dean, Pro-Vice-Chancellor (Research and Advancement) and promote links with industry and professional bodies.

Women are under-represented at QUT at this level and therefore suitably qualified women are encouraged to apply.

Qualifications/Skills: Applicants should meet the University criteria for appointment as a Professor and should have a higher degree preferably at doctoral level. With specific reference to the activities of the Centre, applicants should have a significant research and publication record, the ability to attract research and development grants and consultancy funds, experience in supervision and teaching at higher degree levels, and leadership and management skills appropriate to the conduct of such a Centre. Preference will be given to applicants who have expertise in a range of research methods, can provide leadership for a range of research work within the Centre, and have successful experience in the development and promotion of programs to service the community and profession.

Conditions: Permanent appointment is available at the level of Professor (\$US\$7,833 (\$AUD\$7,900) per annum). Appointment as Director of the Centre for Mathematics and Science Education will be on the basis of a three-year renewable appointment. Conditions include subsidised superannuation, relocation assistance, professional experience leave and study assistance. New professors at QUT will be eligible for a \$US\$18,580 (\$AUD\$26,000) grant to use on work-related projects.

Further information: Selection criteria for the position and information on the University are available from QUT's Personnel Department, telephone 61 7 884 3745, facsimile 61 7 884 3998 or email kfox@qut.edu.au. Applicants should contact Professor P. D. Gluckman, Dean, Faculty of Education on telephone 61 7 884 3211 or facsimile 61 7 884 3474 for further information on the position.

Applications: Applications and envelopes should quote 989/92 and include evidence of qualifications and experience and teaching evaluations plus the names, addresses, and telephone numbers of five referees. Applications should address the selection criteria and should reach the Personnel Director QUT Locked Mail No. 2 Red Hill Queensland 4068 Australia by 6 November 1992. Smoking is not permitted in QUT buildings or vehicles.

An Equal Opportunity Employer

Post-Graduates

DOCTORATES, any

field considered. Mature

attitude, excellent teaching

ability, congenial personal

and professional

presence necessary. We

train you for intensive laboratory

instruction of surgery.

Permanent instruction

sites in New York City,

Seattle, St. Louis and Los

Angeles (Anaheim). Some

travel required. Not a

sales position. Beginning

salary commensurate.

Write for application in-

formation to: Director,

Midax Res Institute, 2929

Race St., Fort Worth, TX

76111-4134. New ap-
plicants only, please.

University of Otago

Te Whare Wananga o Otago
New Zealand

LECTURESHIP IN GEOGRAPHY (PLANNING)

Applications are invited for a Lectureship in the Department of Geography from individuals with competence in the broad area of Planning. The Department is particularly interested in receiving applications from those with teaching and research expertise in one or more of the following fields: environmental planning, environmental studies and the developmental problems of indigenous peoples. Preference will be given to applicants with proven competence in one or more of these fields as well as experience in the application of computational and statistical methods to research in Planning and Geography (including Geographic Information Systems). Candidates should specify the range of their teaching and research interests.

The person appointed will teach the core Planning paper PLAN412 "Evaluation and Assessment Methods in Planning" (currently biophysical and social impact assessment), and one paper in the Geography programme. The appointee will also be required to supervise student research projects in Geography and Planning and to participate in the residential Planning field school. It is anticipated that responsibilities to the Planning and Geography programmes will be 60% and 40% respectively.

Candidates should have completed the Ph.D. A record of practical consultancy or work experience in the public sector will be an advantage. The person appointed will be expected to pursue, stimulate and supervise research in his or her field(s) of expertise. The current salary range is NZ\$37,440 - NZ\$49,088 per annum, with a bar at NZ\$45,448.

The position is available from 1 December 1992. It is hoped that the successful applicant will be able to commence duties not later than 1 February 1993.

Further information is available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607), with whom applications quoting reference number A92/58 close on 15 September 1992.

Equal opportunity in employment is University policy.

Biological Sciences Department of Biology invites applications for a full-time faculty tenure track position. Applicants must have a Ph.D. in Biology with a strong background in Microbiology and Molecular Biology. The successful candidate will be expected to teach Microbiology and Molecular Biology, supervise graduate students, and conduct research in the area of Microbiology and Molecular Biology. The position is available from 1 December 1992. It is hoped that the successful applicant will be able to commence duties not later than 1 February 1993.

Further information is available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607), with whom applications quoting reference number A92/58 close on 15 September 1992.

Biological Sciences Department of Biology invites applications for a full-time tenure-track faculty position. Applicants must have a Ph.D. in Biology with a strong background in Microbiology and Molecular Biology. The successful candidate will be expected to teach Microbiology and Molecular Biology, supervise graduate students, and conduct research in the area of Microbiology and Molecular Biology. The position is available from 1 December 1992. It is hoped that the successful applicant will be able to commence duties not later than 1 February 1993.

Further information is available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607), with whom applications quoting reference number A92/58 close on 15 September 1992.

Biological Sciences Department of Biology invites applications for a full-time tenure-track faculty position. Applicants must have a Ph.D. in Biology with a strong background in Microbiology and Molecular Biology. The successful candidate will be expected to teach Microbiology and Molecular Biology, supervise graduate students, and conduct research in the area of Microbiology and Molecular Biology. The position is available from 1 December 1992. It is hoped that the successful applicant will be able to commence duties not later than 1 February 1993.

Further information is available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607), with whom applications quoting reference number A92/58 close on 15 September 1992.

School of Medicine

A CHAIR IN PAEDIATRICS

(Carrying with it Headship of the Department)

Department of Paediatrics Vacancy UAC.202

Applications are invited for the Chair in Paediatrics which becomes vacant following the retirement of Professor P.D. Gluckman.

The Chair carries with it the Headship of the Department for an initial period of five years, further tenure of the headship normally being reviewed at the end of that time. The Professor of Paediatrics will be responsible for all aspects of the promotion and leadership of academic Paediatrics, including clinical Paediatrics, research and teaching at all levels. A maximum of 5/10ths clinical service with a component of the Northern Regional Health Authority under the terms of a joint agreement with the University may be negotiated.

Applicants must hold a medical qualification registrable in New Zealand and a recognised postgraduate qualification in Paediatrics, and have a strong research record in that field.

Commencing salary will be established within the range NZ\$102,960 - NZ\$112,840 per annum.

Closing date: 16 October 1992.

LECTURESHIP/
SENIOR LECTURESHIP
(NON-MEDICAL) IN PATHOLOGY

Department of Pathology Vacancy UAC.194

The Department of Pathology has a vacancy for a person experienced in academic pathology. The School of Medicine is expanding its teaching in various health disciplines and the Pathology Department is participating fully in these.

Applicants are expected to have an appropriate post-graduate qualification, and a proven record of teaching and research in cell and tissue pathology. Possession of research interests of relevance to the needs of non-medical health disciplines would be an advantage.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum (Lecturer), and NZ\$52,000 - NZ\$60,994 (Senior Lecturer).

Closing date: 30 September 1992.

Blam School of Fine Arts

A CHAIR

Vacancy UAC.201

The Blam School of Art and Design opened in 1890 and in 1950 became part of the University of Auckland. Degree courses have been offered since 1967 and the current roll consists of approximately 180 students, 14 academic staff, 4 technical staff and 2 administrative staff.

Following an extensive review of the School it has been agreed that the intake of first-year students should double from 30 to 100 in 1993, and that the roll of the School should rise to approximately 375 by 1996 with an appropriate increase in staff and accommodation. This Chair is a new one created in response to the recommendations of the Review Committee that additional staff be provided.

Applicants should have an advanced degree and have a demonstrated record of academic achievement or professional activity in one or more aspects of relevance to Fine Arts. They should have a record of successful teaching, (preferably in a tertiary institution) of professional practice and administrative experience in an Arts or Arts-related field. Skills in leadership, communication, and interpersonal relations are also seen as being important.

Commencing salary will be established within the range NZ\$80,080 - NZ\$94,840 per annum.

Closing date: 23 October 1992.

A LECTURESHIP/
SENIOR LECTURESHIP

(First-Year Supervisor)

Vacancy UAC.182

This is a new position. Following an extensive review of the School it has been agreed that the intake of first-year students should double from 30 to 100 from 1993, and that the roll of the School should rise to approximately 375 by 1996 with an appropriate increase in staff and accommodation.

The successful applicant will be responsible for running the Studio 1 programme, the function of which is to introduce students to a range of activities which comprise studio art, and to prepare students for advancing. Responsibilities will include active participation in teaching the programme, coordination and supervision of other staff and, from time to time, teaching in other sections of the School.

Applicants should be suitably qualified with a postgraduate or research degree and/or professional experience in an area of Operations Research. Applicants should also be capable of contributing to undergraduate courses in computational techniques and general engineering mathematics.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 28 September 1992.



UNIVERSITY OF AUCKLAND, NEW ZEALAND

Department of English

A LECTURESHIP IN
ENGLISH LINGUISTICS

Vacancy UAC.190

Applicants must be practising artists or designers qualified by training and experience. They should have an established record of exhibiting or professional practice, and teaching at tertiary level.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum (Lecturer), and NZ\$52,000 - NZ\$60,994 per annum (Senior Lecturer).

Closing date: 16 September 1992.

Department of Sociology

TWO LECTURESHIPS IN
SOCIOLOGY

Vacancy UAC.181

Applications are invited from women and men for two newly-established lectureships in Sociology. Candidates should possess advanced qualifications in Sociology (PhD or equivalent), a significant research record, and some teaching experience. Applications are sought particularly from candidates with expertise in one or more of the following areas: sociology of gender; social policy; Asian sociology; sociology of Pacific Island societies. It is expected that those appointed will demonstrate a research commitment to Asia, the Pacific, or New Zealand society. Successful candidates will teach undergraduate and/or graduate papers in their specialist areas, but also will be expected to teach in the broad Sociology programme and should indicate other teaching interests. It is expected that successful candidates will demonstrate a research commitment to Asia, the Pacific, or New Zealand society.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 14 September 1992.

School of Engineering

ASSOCIATE-PROFESSORSHIP IN
BIOCHEMICAL ENGINEERINGDepartment of Chemical
& Materials Engineering

Vacancy UAC.199

This is a new position. The Department offers an accredited degree in Chemical and Materials Engineering and a second degree in Metallurgical and Materials Engineering. Currently, the Department's related research activities include the following: aspects of transfer phenomena and separation processes, high temperature, electrochemical engineering, non-metallic materials processing, heat transfer and heat exchanger design, pulp and paper science and technology, and a strong research activity in materials engineering. The appointee will be expected to provide leadership in Biochemical Engineering in both teaching and research.

Candidates are expected to have a strong reputation in a field of Biochemical Engineering research and have a higher degree, (PhD or equivalent), in Chemical Engineering or Biochemical Engineering. Because it is a senior appointment, membership of an appropriate professional institution is expected.

Commencing salary will be established within the range NZ\$69,680 - NZ\$75,920 per annum.

Closing date: 30 September 1992.

LECTURESHIP IN
OPERATIONS RESEARCH

Department of Engineering Science

Vacancy UAC.183

The interests of the Department are in the mathematical and computational modelling of engineering problems and related industrial and business problems. At present the two major specialities of the Department are Operations Research and Continuum Mechanics. The Department's Operations Research group, in collaboration with the Department of Mathematics and Statistics and the Department of Management Science and Information Systems, has established a number of very successful undergraduate and graduate papers. It has also developed an International research reputation, particularly in areas of optimization, scheduling, corporate planning and simulation. The Department has responsibilities for teaching mathematics to all engineering students, organising and teaching the degree course in Engineering Science and also teaching some of the operations research and applied mathematics papers for science students.

Applicants should be suitably qualified with a postgraduate or research degree and/or professional experience in an area of Operations Research. Applicants should also be capable of contributing to undergraduate courses in computational techniques and general engineering mathematics.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 28 September 1992.

A LECTURESHIP IN
FILM & TELEVISION STUDIES

Vacancy UAC.188

The Department is seeking a well qualified candidate with broad interest in both film and television studies.

Applicants should have PhD degree (or equivalent) and some experience of university teaching. The ability to contribute to English Department courses in fields additional to those specified may be an advantage.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 22 September 1992.

Department of Anthropology

A CHAIR IN
SOCIAL ANTHROPOLOGY

Vacancy UAC.196

Applicants must have appropriate advanced academic qualifications and should be experienced university teachers actively engaged in research with a substantial publishing record. Special consideration may be given to candidates with a particular interest in the South Pacific and/or New Zealand regions.

It is expected that the person appointed will play a leading role in furthering teaching and research within the Department and will continue to develop the already strong research activities that have been built up over recent years. He or she will be expected to encourage research and provide leadership in the field of Social Anthropology generally.

Commencing salary will be established within the range NZ\$80,080 - NZ\$94,840 per annum.

Closing date: 30 October 1992.

Further information, Conditions of Appointment and Method of Application, should be obtained from the Assistant Registrar, Academic Appointments, The University of Auckland, Private Bag 92019, Auckland, New Zealand, telephone (64) 9 373-7999, fax (64) 9 373-7434.

Please quote relevant Vacancy Number in all correspondence. Three copies of applications should be forwarded to reach the Registrar by the closing date specified.

W.B. NICOLL, REGISTRAR.

An Equal Employment Opportunity Employer



DEPUTY VICE-CHANCELLOR

The person appointed to this new position of Deputy Vice-Chancellor of Lincoln University will have the challenge of assisting the Vice-Chancellor in providing academic leadership in the fastest growing University in New Zealand. Lincoln University has a prestigious history of achievement spanning 113 years and now teaches to doctoral level in the subject areas of commerce, management, primary production and natural resources, science and engineering and social sciences. The student roll currently stands at 3000 EFTS with an expectation of continuing rapid growth. The total staff establishment is approximately 700.

As a key member of the Senior Management Team, the Deputy Vice-Chancellor will be the Senior Manager responsible to the Vice-Chancellor for the following functions:

- academic planning and co-ordination
- academic initiatives and standards
- management, professional development and appraisal of academic heads of department
- equal opportunity in education
- deputising for the Vice-Chancellor

The appointee will possess appropriate postgraduate qualifications and be able to demonstrate significant achievements and experience both as an academic (in any discipline) and as a manager at a senior level. Well developed organisational, planning and interpersonal skills as well as an ability to provide management that facilitates the co-operation of diverse groups in meeting organisational goals is essential. A working knowledge of quality management principles would be an advantage.

When appropriate, the title of Professor of the University will be held while occupying this position. An excellent remuneration package is offered to attract the high calibre of individual required to fill this demanding role. Appointment will be on a three to five year contract with the possibility of renewal.

The University reserves the right to make enquiries of any person regarding any candidate's suitability for appointment, not to make an appointment or to appoint by invitation at any stage.

Information on application procedures and further particulars may be obtained from the Personnel Registrar, P.O. Box 94, Lincoln University, Canterbury, telephone (64) (03) 325-2811, facsimile (64) (03) 325-2965. Confidential enquiries may be made to either the Vice-Chancellor, Professor Bruce Brown, or the Registrar, Allan Sargison, email: sargison@lincoln.ac.nz. Written applications will close on 16 September 1992.

Lincoln University is committed to a policy of equal opportunity in education and employment.

LCW 3829

Organization and Management

The Organization and Management Area of the Emory Business School is seeking to fill three tenure-track positions this year. Two positions are in the field of Organizational Behavior and Human Resource Management and one position is in the field of entrepreneurship.

The Emory Business School is an integral part of Emory University, a private institution founded in 1836, which is situated on a large wooded campus in the heart of the Atlanta metropolitan area. Approximately 9,000 students, over half of whom are graduate students, are enrolled at the University. Although relatively small in size, Emory has been consistently rated among the top 25 national universities in recent polls of university presidents.

Interested candidates should have a strong record of, or considerable promise for, quality and innovation in research and teaching and are expected to have an earned doctorate prior to faculty appointment. Candidates for the Organizational Behavior/HRM position may have active research programs in any area of research fields. These candidates should be prepared to teach survey and elective courses in organization behavior and organization theory. Candidates for the entrepreneurship position should have active research programs in entrepreneurship or related fields and have experience in teaching survey and elective courses in this area, regardless of research interests. Appointments may be made at any level depending upon qualifications; however, preference will be given to assistant and associate professor. Salary will be competitive with Emory Business School is an Equal Opportunity, Affirmative Action Employer.

Candidates should send a current vita, sample of research and teaching activities, a statement of research and teaching interests, three letters of reference to Professor Robert Drizin, Chair, O&M Search Committee, Emory Business School, Atlanta, GA 30332; Tel. (404) 727-7828. The cutoff date for the search is November 15, 1992.

Clark Atlanta University

FACULTY POSITIONS

Chair/Associate Professor
Department of Speech Communication and Theater Arts
Strong leadership skills, able to teach general courses in Speech Communication. Ph.D. in Communication with training and teaching experience in persuasion, cross-cultural and organizational communication.

Assistant Professor/Technical Director
Training and minimum of three years experience in design and scenery construction. Be able to teach design courses; coordinate laboratory hours; maintain and supervise theater, CAU-TV equipment and scene shop. MFA in Theater.

Assistant Professor
Department of Mass Media Arts
Training and qualifications to teach courses in writing and reporting, news editing and newspaper production. Ph.D. in Journalism preferred. M.A. considered. Professional experience in print journalism necessary, university experience desired.

Instructor/Assistant Professor
Industry and college-level teaching experience, able to teach courses in production and writing for broadcasting and film, media criticism, history and management. Ph.D. preferred.
Starting date: August, 1992. Positions are tenure track and will remain open until filled. Submit letter of application, graduate transcript(s), résumés and three letters of recommendation to:

Dr. Gloria James
Communication Arts
Clark Atlanta University
James P. Braxley Drive at Fair Street, SW
Atlanta, GA 30314

Clark Atlanta University is an equal opportunity Employer.

Positions available will depend upon budget yet to be approved. Appointments will begin in the fall term 1993. Candidates with either Ph.D. or MFA or both are preferred. Teaching and research interests are preferred. Salaries are competitive and commensurate with experience and qualifications. Academic areas in the College within which positions may be available are: Accounting, Economics, Finance, Insurance, Real Estate, International Business, Strategic Management, Human Resources, and Organizational Behavior. Courses in Management, Information Systems, and Marketing. The College of Business Administration offers both undergraduate and graduate programs of study with a current faculty of 130 and an enrollment of 1,000 students. Send résumés and letters of application to: Dr. James P. Braxley, College of Business Administration, University of South Carolina, Columbia, South Carolina 29208. The University of South Carolina is an Equal Opportunity, Affirmative Action Employer. Minorities and women are encouraged to apply.

Communication Beginning level tenure track Assistant Professor in Communication. Duties include teaching, advising, and research. Doctoral degree, teaching experience, and professional experience in Public Relations, Journalism, or related field are required. Will consider ABD or Master's level. Perseus, Research/Teaching awards, Introduction to Public Relations, Introduction to Journalism, other Public Relations courses; advise PRSA Chapter, and perform departmental duties. Salary commensurate with experience and qualifications. Letters of application, curriculum vitae, and three letters of reference to: Dr. David E. Tucker, Search Committee, Department of Communication, The University of Toledo, Toledo, Ohio 43606. EOE/AAE Employer.

Chemistry Assistant Research Scientist. Basic research position in Organic Chemistry. The position is located in the Department of Chemistry, University of California, Berkeley, California 94720 by December 1, 1992. For information call (510) 845-5941. Applications submitted after the deadline will not be considered. The University of California is an Equal Opportunity, Affirmative Action Employer. The number of positions available will depend upon budget yet to be approved. Appointments will begin in the fall term 1993. Candidates with either Ph.D. or MFA or both are preferred. Teaching and research interests are preferred. Salaries are competitive and commensurate with experience and qualifications. Academic areas in the College within which positions may be available are: Accounting, Economics, Finance, Insurance, Real Estate, International Business, Strategic Management, Human Resources, and Organizational Behavior. Courses in Management, Information Systems, and Marketing. The College of Business Administration offers both undergraduate and graduate programs of study with a current faculty of 130 and an enrollment of 1,000 students. Send résumés and letters of application to: Dr. James P. Braxley, College of Business Administration, University of South Carolina, Columbia, South Carolina 29208. The University of South Carolina is an Equal Opportunity, Affirmative Action Employer. Minorities and women are encouraged to apply.

University of Otago

Te Whare Wananga o Otago
New Zealand

LECTURER IN EDUCATION

Applications are invited for the position of Lecturer in the Department of Education. The Department currently includes 17 academic staff with backgrounds in a range of foundation disciplines. It offers academic undergraduate and graduate degrees in Education, contributes to teacher preparation, and trains counsellors and educational psychologists. The Department seeks to appoint a person in Curriculum Studies, including practical issues in teaching, learning, and curriculum development. Applicants should possess a post-graduate research degree or other suitable qualifications, and should be able to relate their work to one or more of the following: Sociology and social theory; philosophy; psychology; feminist theory and Women's Studies; bi-cultural and multi-cultural education; inclusive education; policy studies and economics; mathematics, science and technology education. Practical experience in curriculum development and/or teaching could be an advantage. The successful applicant will be expected to engage in research, teach in the Department's undergraduate and graduate programmes, and contribute to teacher preparation. Initial appointment will be at an appropriate step on the lecturers salary scale \$NZ\$37,440 - \$NZ\$45,448 per annum, according to qualifications and experience. Exceptionally qualified candidates may be considered for appointment at a higher level. Specific inquiries may be directed to Associate Professor Joe Diorio, Department of Education, University of Otago, (Fax (64) (3) 479-8349), and further information is available from the Secretary-General, Association of Commonwealth Universities (Appointments), 36 Gordon Square, London, WC1H 0PF, or from the Registrar, Mr D.W. Gilman, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607).

Applications quoting reference number A92/49 close with the Registrar and in London on 14 September 1992.

LECTURER OR SENIOR LECTURER
IN WOMEN'S STUDIES

Applications are invited for a newly established position of Lecturer or Senior Lecturer in Women's Studies. Applicants should have a strong record of research achievement and an ability to contribute to innovative teaching programmes. Area of specialisation is open, although preference may be given to applicants with research interests in New Zealand society. Women's Studies was established as a discipline in the University in 1990 and is expanding. Courses are currently taught at the second and third year levels. Women's Studies courses are also taught from the Departments of Classics, Education, English, French, History, Maori, Religious Studies, Russian Studies and the Faculty of Theology. Links exist with other departments in the Divisions of Humanities, Health Sciences and Sciences. In addition to teaching duties the successful applicant will be expected to maintain an active research programme and to contribute to graduate supervision.
Salary: Lecturer NZ\$37,440 - NZ\$45,448 per annum
Senior Lecturer NZ\$45,448 - NZ\$60,994 per annum
Enquiries may be made to the Convenor of the Advisory Committee on Women's Studies, Dr M.E. Pipe, electronic mail sycomp@otago.ac.nz, facsimile (64) (3) 479-8335 or telephone number (64) (3) 479-7621.

Further particulars are available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (facsimile (64) (3) 474-1607), with whom applications quoting reference number A92/55 close with the Registrar, on 15 October 1992.

LECTURESHIP IN LINGUISTICS

Applications are invited from suitably qualified men and women for a position in Linguistics at the University of Otago. The successful applicant will be responsible for teaching core courses in phonetics and phonology as part of the evolving linguistics programme. The appointee should have a demonstrated commitment to research evidenced by a PhD degree, or near completed PhD, in descriptive linguistics. The ability to teach current developments in phonological theory would be an advantage. The current salary range is NZ\$37,440 - NZ\$45,448 per annum with a bar at NZ\$45,448. The position is available from 1 February 1993, and it is hoped that the successful applicant can assume duties as close as possible to that date.

Applications quoting reference A92/50 close with the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand on 21 October 1992.

Equal opportunity in employment is University policy.

Computer/Electrical Engineering Western Michigan University is seeking a full-time, tenure-track Assistant Professor in the Department of Electrical Engineering and Computer Science. The Department of Electrical Engineering and Computer Science is a leading department in the field of electrical engineering and computer science. We are especially looking for experienced computer engineers and control engineers who enjoy teaching and would like to participate in building a design-oriented graduate program in computer and systems engineering. Please send detailed résumés and the names of three references to: Dr. Thomas F. Piatkowski, Chair, Department of Electrical Engineering, Western Michigan University, Kalamazoo, Michigan 49001, or ptiatkovsk@wmich.edu. Applications will be accepted until the position is filled. We hope to fill some of the positions for January, 1993. Western Michigan University is an equal opportunity, affirmative action employer.



Department of History

A LECTURESHIP IN
MODERN EUROPEAN HISTORY

Vacancy UAC.191

The History Department wishes to make an appointment in modern European History. We are looking for applicants with a specialty in either late eighteenth, nineteenth century French history or in twentieth century Russian history. The successful applicant would be required to contribute to the first year teaching of twentieth century European history and to develop courses in his or her specialist area at a higher level. Applicants should have a PhD and some teaching experience in University level would be an advantage.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 23 September 1992.

A LECTURESHIP IN
AMERICAN HISTORY

Vacancy UAC.204

The History Department wishes to make an appointment in the area of American history. It is looking for applicants with research experience in the fields of colonial history or the history of the early Republic. Applicants should have a PhD and teaching experience at a University level would be an advantage. This position is available for a three year term; an appointment may be made for one year, renewable for two further years or for three years, subject to negotiation. Starting date would be mid-June 1993.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 23 September 1992.

A LECTURESHIP

Vacancy UAC.192

The Department has a new position and wishes to appoint in twentieth century New Zealand history from 1 February 1993. We are looking for applicants with research experience in the fields of women's history, labour history or political history. Applicants should have a PhD and teaching experience at a University level would be an advantage. The successful candidate will be expected to contribute to the existing teaching programme in New Zealand history and to develop new papers on twentieth century New Zealand history.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 23 September 1992.

Division of Science

A CHAIR IN
ENVIRONMENTAL MANAGEMENTTamaki Campus
Vacancy UAC.198

To cater for increasing demand for university places in Auckland the University has decided to develop a new campus at Tamaki on a site 12 km from the Main Campus which is close to Auckland's city centre. Teaching commenced in 1991 with a stream of Bachelor of Commerce students and it is intended to start arts and science teaching in 1993. Ultimately Tamaki Campus will offer research and teaching programmes in a wide range of Arts, Commerce, Science and Technology and will provide places for approximately 7000 students.

The University wishes to appoint candidates who are not only strong in their own fields but are also interested in developing a new institution and giving it a distinctive character within the University of Auckland system.

Candidates should preferably have a higher Science degree in Biology, geography or geology, a distinguished research record and relevant experience in environmental management. The University is prepared to consider candidates in other disciplines where they have a strong research background and experience which is particularly relevant to environmental management.

The successful candidate will be responsible for the BSc programme in environmental management studies as the campus develops. The degree programme will have a strong scientific core supported by elements concerned with the commercial and legal aspects of environmental management. The ability to liaise effectively with government agencies and with the industrial and commercial sectors is important.

Commencing salary will be established within the range NZ\$80,080 - NZ\$99,840 per annum.

Closing date: 30 September 1992.

Department of
Mathematics and StatisticsA CHAIR IN
PURE MATHEMATICS

Vacancy UAC.197

Applications are invited for a Chair of Pure Mathematics. The successful applicant will have an outstanding academic and research background in some branch of Pure Mathematics with personal qualities and experience which will enable her/him to contribute significantly to the continuing development of Pure Mathematics at Auckland both in research and teaching.

This position is one of four established Chairs in the Department of Mathematics and Statistics, two being in Pure Mathematics and one in each of Applied & Computational Mathematics and statistics. Three other staff hold Personal Chairs. The Department has research strength in a number of areas of Pure Mathematics, including logic, group theory, discrete mathematics, finite geometry, functional analysis, summability theory, complex analysis, quasiconformal analysis, topology and differential equations.

The Department of Mathematics and Statistics at the University of Auckland is the largest Department of the largest University in New Zealand. It is in the process of boosting its graduate student enrolments. The Department has an undergraduate computing laboratory currently being enlarged and has a collection of Macintosh microcomputers and Sun workstations. The Pure Mathematics collection of periodicals in the University Library is the best in the country and includes a number of journals obtained by exchange with the New Zealand Journal of Mathematics (formerly known as the Mathematical Chronicle), produced locally in collaboration with the New Zealand Mathematical Society.

Commencing salary will be established within the range NZ\$80,080 - NZ\$99,840 per annum.

Closing date: 20 November 1992.

A LECTURESHIP/
SENIOR LECTURESHIP IN
TOTAL QUALITY MANAGEMENTStatistics Unit
Vacancy UAC.180

An ideal candidate would have broad experience in consulting and implementation of Total Quality Management (TQM), together with a good teaching record and research interests in statistical aspects of TQM. The Department welcomes applicants who have at least some of these qualities. Appointing more than one person on a part-time basis is a possibility.

The successful applicant will be required to undertake research and develop close relationships with industry.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum (Lecturer), and NZ\$52,000 - NZ\$60,994 (Senior Lecturer).

Closing date: 30 September 1992.

Department of Philosophy

A CHAIR IN PHILOSOPHY

Vacancy UAC.195

The University seeks applications from candidates of high academic standing who have qualifications, experience and ability to provide strong academic leadership within the Department. Besides being experienced in University teaching, applicants are expected to be active in research and have a substantial record of research publications. Candidates should state fully the fields of Philosophy within which their particular academic and research interests lie.

The Department offers a full range of courses from Bachelors to Doctoral level, with an enrolment approaching 2000.

Besides being experienced in University teaching, applicants are expected to be active in research and have a substantial record of research applications.

Commencing salary will be established within the range NZ\$80,080 - NZ\$99,840 per annum.

Closing date: 30 November 1992.

Further information, Conditions of Appointment and Method of Application, should be obtained from the Assistant Registrar, Academic Appointments, The University of Auckland, Private Bag 92019, Auckland, New Zealand, telephone (64) 9 373-7999, fax (64) 9 373-7454. Please quote relevant Vacancy Number in all correspondence.

Three copies of applications should be forwarded to reach the Registrar by the closing date specified.

W B NICOLL, REGISTRAR.

An Equal Employment Opportunity Employer

UNIVERSITY OF WESTERN SYDNEY

Faculty of Humanities and Social Sciences

PROFESSOR IN ASIAN STUDIES

(Tenurable)
Position No: 145/92

A new position has been created in the Faculty of Humanities and Social Sciences to develop the Asian Studies program at UWS Nepean. A broad Asian Studies approach has been initiated in Asian history and Asian cultural studies, while Japanese and Chinese studies (from 1993) form the basis of the Faculty's present Asian language teaching program. Asian Studies is integrated with, and reinforces, the existing strengths of the Faculty in communication, media, cultural studies, literary studies and history.

The Faculty has recently established a Research Centre for Intercommunal Studies and is closely associated with the work of the Women's Research Centre.

It is expected that the appointee will be a scholar of high academic achievement who can demonstrate a substantial record of success in teaching and research. The appointee will be expected to extend the scope of the current program, and to develop the undergraduate honours year and postgraduate research in the Faculty's East Asian Studies program.

The Faculty is particularly interested in receiving applications from persons with teaching and research interests in one or more of the following areas: Asian History; the media, popular culture or cultural studies in Asia; Asian literary studies; intercommunal studies or women's studies relating to Asia.

A salary of \$47,900 per annum will be offered (Professional level). Benefits include superannuation, study leave, and assistance toward relocation and removal expenses. Further information can be obtained from Professor Harry Irwin, Dean, Faculty of Humanities and Social Sciences on 61 2 678 7373 or Fax 61 2 678 7399. A package of information relevant to the position is available from the Appointments Officer 61 47 36 0370.

Applications in triplicate stating full personal particulars (including work and home addresses, telephone and facsimile numbers), qualifications and experience should reach the Appointments Officer, Human Resources Division, UWS Nepean, PO Box 10, Kingswood, NSW 2747, AUSTRALIA by 11th September, 1992. Fax No: 61 47 36 0372.

Applicants should also arrange for three referees to submit a report in confidence direct to the Appointments Officer by the closing date.

UWS Nepean reserves the right not to make an appointment to this position.

An Equal Opportunity Employer



Santa Cruz County, California

ANNOUNCES FACULTY POSITION

We are searching for faculty to join our dedicated community of faculty and staff. We are seeking energetic, flexible, innovative individuals who wish to join and grow with one of the most highly-respected community colleges in California.

Commanding a sweeping view of Monterey Bay, Cabrillos College serves a diverse district which includes the rich agricultural Palero Valley and the vibrant university community of Santa Cruz. The College is particularly interested in minority applicants wishing to help serve our increasingly diverse college population.

If you are interested in joining a special community of faculty and staff, please contact the Cabrillos College Personnel Dept., 6500 Soquel Dr., Aptos, CA 95003; (408) 479-6217 for further information and required application.

TENURE TRACK FACULTY POSITION AVAILABLE:
Extended Opportunity Program and Services Director
EMPLOYMENT CONTINGENT ON FUNDING AND GOVERNING BOARD APPROVAL
AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Computer Information Science Search: Search for a position in the field of Computer Information Science. The position is located in the Department of Computer Science, University of California, Santa Cruz. The position is a full-time, tenure-track position. The position is located in the Department of Computer Science, University of California, Santa Cruz. The position is a full-time, tenure-track position.

Computer Science/Computer Development Specialist: The Computer Development Specialist is responsible for the development and maintenance of computer systems and software. The position is located in the Department of Computer Science, University of California, Santa Cruz. The position is a full-time, tenure-track position. The position is located in the Department of Computer Science, University of California, Santa Cruz. The position is a full-time, tenure-track position.

Controller: Auburn University invites applications and nominations for the position of Controller. The Controller is responsible for the financial management of the university. The position is located in the Department of Accounting, Auburn University. The position is a full-time, tenure-track position. The position is located in the Department of Accounting, Auburn University. The position is a full-time, tenure-track position.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.



JAMES L. KNIGHT PROFESSORSHIP

The School of Communication at the University of Miami seeks an exceptional scholar for its Knight Chair.

At this time the James L. Knight Professorship is being committed to research and teaching about international journalism and the flow of communication between North and South America, with special attention to print journalism. Specifically, the School of Communication is aiming to expand its programs to encompass additional focus on the journalistic links between these two regions, and the education of journalists whose reporting flows between these regions. Therefore, the School is seeking a scholar to help facilitate this development. The occupant of this Chair will work with students and professionals, not only in courses but through special projects including those of the University's North-South Center. Funds for travel and other support will be provided.

Each candidate should send a complete letter, résumé, a full statement on use of the Chair, and names of at least three references and other supporting materials to Paul Steiner, School of Communication, University of Miami, P. O. Box 248187, Coral Gables, Florida 33124-8030. Applications will begin to be reviewed October 1, 1992.

The University of Miami is a private, nonsectarian university with an enrollment of 14,000 students. The School of Communication has 1,000 graduate and undergraduate students in five academic programs. The School is located on the university's main campus in Coral Gables, a beautiful suburb of Miami.

The University is an equal opportunity, affirmative action employer and encourages applications from minorities and women.

ASSOCIATE OR FULL PROFESSOR/INFECTIOUS DISEASE EPIDEMIOLOGIST

UNIVERSITY OF MINNESOTA

The Division of Epidemiology, School of Public Health, University of Minnesota, seeks a full-time, tenure-track Associate Professor or tenured Full Professor for its Infectious Disease Epidemiology program. Specific requirements for the position are: 1) Ph.D. in Epidemiology, or 2) M.D. with MPH or Ph.D. in Epidemiology, or 3) Ph.D. in Epidemiology, or 4) experience in human infectious disease epidemiology. The primary criteria for appointment are a relevant publication record in peer-reviewed journals, demonstrated ability through grant awards for significant research, and evidence through student evaluations of successful teaching.

The Full Professor level is a tenured appointment, requiring at least 10 years of post-doctoral teaching and research experience; at least five years of post-doctoral teaching and research experience is required for the tenure-track Associate Professor level. The position holder will be responsible for teaching and research in infectious disease epidemiology in the Division of Epidemiology. There is an opportunity to combine research with investigators in the epidemiology of aging, behavior, cardiovascular diseases, cancer, nutrition and a program in community health education. Teaching is required, as well as advising master's and doctoral students.

The position is available on or about April 15, 1993. Interested applicants should submit a curriculum vitae, a list of at least three references by December 1, 1992, to Dr. Henry Black-Hall, University of Minnesota, Division of Epidemiology, School of Public Health, University of Minnesota, 1300 South Second Street, Suite 300, Minneapolis, MN 55454-1015.

Please reference job number SPH 26.

The University of Minnesota is an equal opportunity educator and employer.



U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

U.S. History: The Department of History at Claremont McKenna College seeks applications for a tenure-track position, beginning academic year 1993-94, in modern American political or social history with a possible interest in issues relevant to California. The position also involves participation in the two-semester U.S. survey course. Assistant Professor level. Candidates will be interviewed at the AHA meeting, CMC is an AA/EEO institution. Women and other candidates are urged to apply. Send letter of application, cv, and three letters of recommendation to James Rogers, Chair, Department of History, Claremont McKenna College, 850 Columbia Avenue, Claremont, CA 91711.

INSTRUCTOR OPENINGS

Washtenaw Community College

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for three full-time instructor openings. The college is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality are supported through a cultural enrichment of the arts, entertainment, Big Ten sports, and the surrounding metropolitan area.

Respiratory Therapy Instructor/Department Chair Act as the program and instruct first and second year college-level courses in Respiratory Therapy. This individual must possess a Master's degree in a related field or in Education; four years' full-time successful work experience in respiratory therapy; two years' successful teaching experience in an accredited respiratory therapy program and demonstrate skill in effective written communications and knowledge of curriculum development, evaluation, and testing procedures.

Business Instructor To instruct first- and second-year college level courses in Total Quality Management and Improvement and instruct the computerized workplace as a model. This individual must possess a Master's degree in Business or Business Education; must possess at least eight years' graduate hours in Business; two years' full-time equivalent of two years' full-time successful related work experience with primary emphasis in Total Quality Management and International Business.

Surgical Technology/Anatomy Instructor To instruct lecture, lab and clinical courses in Surgical Technology and Nursing. This individual must possess a Master's degree in Nursing; current Registered Nursing licensure; four years' successful full-time work experience in operating room nursing and equivalent one year's successful teaching experience and demonstrated skill in effective written communications.

Anticipated date of appointment for these positions is January 4, 1993. Initial annual salary range is \$24,900-\$35,021 dependent upon education and related experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits. Deadline for receipt of official WCC application forms is September 30, 1992. Resumes received in lieu of application forms are not acceptable.

Interested persons should send completed application forms with credentials to Washtenaw Community College, Office of Human Resources, 4800 E. Huron River Drive, P. O. Box D-1, Ann Arbor, MI 48106-3135-9735-9497. Transcripts (Student copy acceptable) must accompany application in order to have candidacy considered further. The College, through its Affirmative Action goals, is seeking candidates who will augment the diversity of its faculty, staff and administration. Women and minorities are encouraged to apply.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.



Foundation Chair in Horticulture

Department of Plant Production

(Tenured)
Equal opportunity in employment is University policy

The University of Queensland Gatton College is seeking to appoint a Professor of Horticulture to provide academic and research leadership and to assist with administration in the Department of Plant Production. This is a new and challenging position within the College following consolidation with The University of Queensland. The position requires a broad, yet integrative, vision covering the range of horticultural industries in Australia and, in particular, their contribution to the international scene. The appointee will be expected to be a strong advocate interacting with industry and government as well as providing dynamic leadership in teaching and applied research.

Applicants must hold qualifications appropriate to the position and demonstrate specific strengths in postgraduate horticulture, in addition to fruit and vegetable production or amenity horticulture. Experience in tropical and/or sub-tropical environments will be viewed favourably. It is University policy that all permanent members of the academic staff of a Department are eligible for appointment to its Headship. It is expected that the appointee to the Chair will be available for appointment as Head.

Salary is at the Professorial level (\$47,900 per annum).

Maid of application: An original plus three copies of an application and resume should be forwarded to: The College Registrar, The University of Queensland Gatton College, Lawes, Queensland, 4343, Australia by 25th September, 1992.

Applicants in the United Kingdom should lodge one further copy with the Appointments Officer, Association of Commonwealth Universities, 36 Jordan Square, London, WC1H 0PP by the same date.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.

Applications should include the names and addresses of three referees.

Further information is available by phoning Associate Professor K. Rickert (Lead, Department of Plant Production) on (734) 60310 or Miss L. Howells (Assistant Personnel Officer) on (734) 60219.



ASSISTANT DIRECTOR OF HOUSING AND DINING SERVICES FOR RESIDENCE LIFE

Background: Kansas State University is a large multipurpose state university. K-State was founded as a land grant institution in 1863. The university enrolls approximately 21,000 students on both the main campus and a satellite campus located in Salina, Kansas. The Department of Housing and Dining Services houses approximately 4,000 students in 10 residence halls, one scholarship house and serves three dining facilities. The department also has responsibility for twenty-four family living units housing approximately 1,000 tenants.

Duties and Responsibilities: The Assistant Director is responsible for coordinating all functions within the residence life component of the department. The Assistant Director is part of a management team that directs dining services, maintenance and housekeeping, personal and payroll, business operations, summer conferences, accounting, computer support services, and food housing. The Assistant Director reports directly to the Director of Housing and Dining Services.

Responsibilities include the selection, training and supervision of professional hall director staff, graduate assistant staff and numerous student employees. This position provides direction for all leadership, advising, student development and disciplinary programs for the residence life area. The Assistant Director requires specific budgeting skills for residence life in a departmental budget of approximately 13 million dollars. The Assistant Director is also responsible for coordinating and participating in staff development training, a staff training class in the Department of Counseling and Educational Psychology, university committees and enrollment management programs related to the orientation, recruitment and retention of students.

Qualifications: A master's degree in student personnel, higher education administration or related field is required. A minimum of five years' full-time, post-master's work in housing administration is required. Demonstrated ability to work with a comprehensive management team representing an auxiliary enterprise. Proven ability to integrate and implement current student development theory and practice with quality customer service.

Remuneration: The Assistant Director appointment is a full-time, twelve month appointment at a salary commensurate with background and experience. The university also provides a benefit package including retirement options, sick leave, annual leave and insurance programs.

Inquiries/Applications: For additional information or to make application please contact:

Search Committee
% Dr. Chuck Weitzing
Director of Housing and Dining Services
Pittman Building
Kansas State University
Manhattan, KS 66506-4801
(913) 532-8453

Candidates should include a letter of application, a resume and the names, addresses and phone numbers of three references. Application deadline is September 1, 1992. Anticipated starting date is January 1, 1993.

Kansas State University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY

SENIOR RESEARCH ANALYST

Embry-Riddle Aeronautical University is currently seeking a Senior Research Analyst to provide support for institutional research and effectiveness. The position involves working with faculty, staff and administration in implementing institutional effectiveness and TQM at the University. Survey research entails design, administration, analysis, report preparation and presentation of results.

Qualified applicants must possess a Master's degree (preferably in statistics, computer science, mathematics); college level teaching experience; knowledge of IBM personal computer operations and software packages; and knowledge of methods of statistical analysis and software packages (SPSS, SAS, etc.). Experience in institutional research is helpful. Salary in the low 30's. Please submit a letter of application, resume and a list of three references to: Human Resources Department #1EP, Embry-Riddle Aeronautical University, 600 South Clyde Morris Blvd., Daytona Beach, Florida 32114-9900.

Women and minority group members are encouraged to apply. EOE.

Library Technical Services Librarian. Division: Graduate Learning Resource Center. Position description: Has responsibility for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required.

Library Catalog Librarian (CL). Kansas State University. Position description: Has responsibility for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required.



CONTROLLER

Applications and nominations are invited for the position of Controller of Rice University. Reporting to the Vice President for Finance and Administration, the Controller is responsible for the University-wide administration of all accounting and financial reporting operations including, but not limited to, general accounting, accounts payable and receivable, payroll, grant accounting, endowment accounting, financial reporting, audit, and financial analysis.

The responsibilities of the position initially include a leadership role in the design and implementation of a new computer system for financial accounting and reporting.

The successful candidate will have strong interpersonal, managerial, and technical accounting skills. A Bachelor's degree is required with a CPA and/or Master's degree preferred. Knowledge of fund accounting and experience in higher education level experience is expected. Demonstrated success in implementing computer and accounting systems is desired.

By combining the best qualities of a major research institution with those of an intimate liberal arts college, Rice University has become one of the premier universities in the United States. Rice benefits from an endowment of over \$1 billion. The 300 acre, tree-covered campus is located three miles south of downtown Houston.

Applicants should send a letter of introduction, a resume and, if possible, a list of names, addresses, and telephone numbers of three references to:

Bala G. Dharan, Chair, Controller Search Committee
Rice University
P. O. Box 2666
Houston, Texas 77252

Rice University is an equal opportunity, affirmative action institution.

Director of Athletics University of California, Irvine

The Director of Athletics provides managerial leadership for an NCAA Division I program which competes in the Big West Conference. A major emphasis for the Director over the next few years will be developing private support for athletic scholarships in the range of \$500,000 to \$1,000,000 annually, while delegating much of the internal departmental management to assistant directors.

Qualifications: Preferred candidates will be those whose experiences demonstrate:

1. Effective leadership in the management of an NCAA Division I athletics program.
2. The ability to secure private support for athletics in the range of \$500,000 to \$1,000,000 annually.
3. Success in balancing a complex, multi-source budget.
4. Commitment to a student-athlete philosophy of athletics within a diverse educational environment.

Appointment and Salary: Position available immediately; salary commensurate with professional experience and qualifications.

Application Deadline: Applications and nominations must be postmarked (or faxed) by September 1, 1992 to ensure full consideration. Applications must include a resume, the names of three references, and a summary of applicant's experience related to the qualifications listed above. Mail to:

Search Committee for Director of Athletics
Office of the Vice Chancellor/Student Affairs Campus Life
405 Administration Building
University of California, Irvine
Irvine, California 92717-4600
Fax: (714) 725-2763

UCI is an Affirmative Action, Equal Opportunity Employer and seeks a diverse pool of candidates.

Director of Annual Giving

Lake Forest College has an immediate opening for the position of Director of Annual Giving. The Director of Annual Giving is responsible for planning and implementation of the annual giving program and its related activities, including development of successful strategies for expanding the annual fund. Additional duties include coordination of class reunion giving programs and personal solicitation of annual fund gifts.

As a member of the advancement team, the Director of Annual Giving will have exceptional speaking, writing and organizational skills, the ability to recruit volunteers and work effectively with many constituencies. A bachelor's degree and fund-raising experience are required. The Director of Annual Giving will report to the Director of Development.

Interested candidates should submit a letter of application, resume and names of three references no later than September 15, 1992 to:

Carol Gard
Vice President for Development and Public Affairs
Lake Forest College
655 North Sheridan Road
Lake Forest, IL 60045

background and cataloging. Required qualifications: M.S. from an ALA-accredited library school; 3 years experience in cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required.

Library Catalog Librarian (CL). Kansas State University. Position description: Has responsibility for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required.

Editor College Periodical

Skidmore College is seeking an editor for *Skidmore Scope*, the college's main periodical, published six times a year for alumni, parents, friends, and the campus community. *Scope* is an award-winning, tabloid-sized publication that presents the people, programs, and activities of a lively academic community through news stories, feature stories, profiles, etc. The Editor plays an important role in conveying the philosophy and goals of the college.

Responsibilities: Serves as both a strategist and a hands-on manager in overseeing all aspects of the publication. Responsibilities include writing, editing, developing production schedules, and planning content in relation to institutional goals. Also manages photography, graphic design, print production, and budget. Works closely with Office of Development and Alumni Affairs and directs activities of the *Scope* Advisory Board. Also maintains communication with students, faculty, and staff. Reports to the Director of College Relations and oversees the work of the Associate Editor. Works closely with in-house staff for writing and graphic design. Takes an active interest in the intellectual and curricular life of the college.

Qualifications: Bachelor's degree with a minimum of four years of experience in writing, editing, or publications management, preferably in higher education. Thorough knowledge of grammar, mechanics, and style. Ability to write in a lively and engaging manner. Familiarity with computer applications, as well as photography, graphic design, and print production. Strong interpersonal and management skills. Appreciation of the unique nature of a liberal arts college.

Send resume and sample of work, including at least three writing samples to: Personnel Services, C62CZ, File #50, Skidmore College, Saratoga Springs, NY 12866. Review of applications to begin Sept. 1, 1992. Skidmore College is an affirmative action/equal opportunity employer and educator.



DIRECTOR, DIVISION OF BIOLOGICAL INSTRUMENTATION AND RESOURCES NATIONAL SCIENCE FOUNDATION Washington, D.C. 20550

NSF's Directorate for Biological Sciences is seeking qualified candidates for the position of Director, Division of Biological Instrumentation and Resources. The Division is responsible for programs in multiscale instrumentation and instrument development; biological facilities, including marine and terrestrial laboratory refurbishment; living material stock centers and biological databases, and computational biology.

This Senior Executive Service position, with a salary range of ES-1 (\$90,000) to ES-4 (\$104,000), is announced on a two-to-three year limited term basis. Alternatively, selection may be achieved under the Government Personnel Act provisions, retaining current salary and benefits at home institution. Applicants must have a Ph.D. or equivalent experience in biophysics, structural biology, or related disciplines (e.g., biochemistry, molecular biology); substantial research experience; and proven leadership in research administration in the biological sciences and the ability to achieve organizational objectives through the supervision and management of subordinates.

Applicants should contact George Pittman, Jr. on 202-337-9565 (hearing-impaired individuals may call TDD 202-337-7942) to request announcement BP 92-10 (BSE limited term) and/or BP 92-10 (PA) for complete qualification requirements and application procedures. Applications must be received by 9/22/92.

Equal Opportunity Employer

Library of Georgia Southern University. Job responsibilities include providing general reference service in all disciplines, including bibliographic instruction, preparing bibliographies and other reference guides, assisting with computerized data bases, and participating in reference collection development and related public service activities. Library has LAN with access to online catalog, CD-ROM indexes, Lexis/News, and the Internet. Some shift and weekend work required. ALA-accredited M.L.S. required. Minimum salary \$22,500 for 12-month appointment. Position available no later than January 4, 1993. An EEO/AA institution. The names of applicants and resumes, resumes and references should be submitted to the Search Committee for the position of Librarian, Georgia Southern University, Statesboro, Georgia 30460-8079; fax number (912) 681-3043.

Library Bibliographic Instruction/Reference Librarian. In addition to general reference service, the Librarian is responsible for bibliographic instruction, twelve-month tenure-track position. Salary \$25,000. Required: ALA-accredited M.L.S., communication skills, ability to work in a team environment, experience in the development of instructional materials, and a strong commitment to the college and its students. Send letter of application, resume, names, addresses and phone numbers of three references by September 15, 1992, to: Dr. James H. Head, Jr., Director, Library, Georgia Southern University, Statesboro, Georgia 30460-8079; fax number (912) 681-3043.

Library Catalog Librarian (CL). Kansas State University. Position description: Has responsibility for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required.

Library Reference Librarian. Faculty rank, tenure-track, entry-level position (Instructor or Assistant Professor) in the Hend-



UNIVERSITY OF GUAM

The University of Guam solicits applications to establish a list of eligible for the following non-tenure or tenure-track, full-time position—subject to the availability of funds:

EXTENSION AGENT I-MEDIA \$36,954.00-\$47,685.00 per annum

NATURE OF WORK: This is responsible, professional work, moderately complex for an early-to mid-career level, involving proficiency in written and visual literacy, demonstrating and executing the extension philosophy in mediated form and scientific method and scientific information in mediated form.

MINIMUM QUALIFICATIONS: Graduation with Bachelor's degree (Master's degree preferred, but not required) in Communication, Radio/TV/Film, Media Arts, Graphic Design, or a related field from a recognized college or university, and a minimum of three years of work experience. A curriculum vitae, unofficial copies of undergraduate transcripts, official graduate transcripts (sent directly from respective colleges/universities), three recent confidential letters of recommendation or placement file and request for application form should be sent directly to University of Guam, Lucynan Kerry, Chairperson, Media Search Committee, c/o Personnel Services Division, UOG Station, Mangilao, Guam 96909.

For more information call (671) 734-9109, 734-9455, 734-9535 on Guam, or call Dr. John Rider, our representative at the U.S. Mainland West Coast, toll-free at 1-800-821-9233 between the hours of 8:00 am and 5:00 pm, Pacific Standard Time. The University of Guam is an Equal Employment Opportunity, Affirmative Action Employer.

UNIVERSITY OF CALIFORNIA, LOS ANGELES Director, Humanities Computing Facility

The UCLA Division of Humanities, in the College of Letters and Science, is seeking a Director for the UCLA Humanities Computing Facility. The Facility serves the computing needs of the Humanities faculty, students and staff of 23 academic units. Opened in 1987, the facility currently operates three microcomputer labs, is in the process of installing the humanities computer network that will connect users in 11 buildings to the UCLA campus backbone, and provides consulting services to users. The annual budget of Humanities Computing Facility (HCF) has been in the range of \$400,000 to \$500,000.

The successful candidate will have extensive technical expertise in network management and implementation, familiarity with academic computing requirements relevant to the humanities, excellent management and planning skills, interpersonal skills necessary to work cooperatively with other computing units on the UCLA campus and beyond, the ability to work effectively with vendors and the Humanities Director of Development to secure external funding for HCF projects, and the energy, creativity and vision to provide leadership in UCLA's use of information technology in the humanities.

The Director reports to the Assistant Dean of Humanities and works in close consultation with the committee appointed by the Dean to provide guidance on computing policies and priorities. The annual salary is in the range of \$45,700 to \$60,500, depending upon qualifications and experience. An attractive benefits package is included. The position will be filled contingent upon the availability of funds. To apply, please send a letter of interest, resume, and the names, addresses and telephone numbers of at least three references to:

Dr. David Wilson
Chair, HCF Director Search Committee
Department of Philosophy
University of California, Los Angeles
Los Angeles, CA 90024-1451

The search committee will begin the screening process on September 15, 1992. UCLA is an Equal Opportunity, Affirmative Action Employer. Minority and women candidates are encouraged to apply.

MARSHALL UNIVERSITY RESEARCH CORPORATION Research and Contracts Development Administration GRANTS OFFICER

The Marshall University Research Corporation is seeking an ambitious and motivated individual to actively seek Marshall University faculty in identifying sources of funds, prepare and submit grant and contract proposals, negotiate the terms of agreements and provide post-award administrative support. Candidates must be able to provide oversight of federal, state, and university compliance issues related to sponsored programs, promote awareness in undergraduate and graduate research and represent the university as a liaison to external funding agencies.

The successful candidate must have a proven record in proposal writing, planning, and presentation, negotiating, interacting with faculty, federal agencies and foundations. The candidate must be familiar with budget planning and development, and computer and database applications. Master's degree required, five years of experience preferably in university grants and contract development and administration, excellent interpersonal and communications skills.

Send resume with names and phone numbers of three references by September 15, 1992 to:

Mr. R. L. Schelling, Executive Director
Marshall University Research Corporation
Huntington, WV 25755

grades manual records as part of retrospective conversion project. Near East Division also has professional and 3 nonprofessional staff. The Near East collections are among the most important in the world. The Near East Division is seeking a qualified person to join its staff as a grants officer. The successful candidate will be responsible for the development of instructional materials, and a strong commitment to the college and its students. Send letter of application, resume, names, addresses and phone numbers of three references by September 15, 1992, to: Dr. James H. Head, Jr., Director, Library, Georgia Southern University, Statesboro, Georgia 30460-8079; fax number (912) 681-3043.

Library Catalog Librarian (CL). Kansas State University. Position description: Has responsibility for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required. Responsibilities for cataloging, processing, and maintenance of books, serials, microfilm, and microfiche. Knowledge of LC classification, LCCN, and AACR2 required.

Director Financial Aid (Re-opened)

The University of Nebraska at Omaha is accepting applications for the position of Director, Financial Aid. The Director is responsible for administering a comprehensive student financial aid program which includes scholarship, loans, grants, work-study, and work-study programs from federal, state, local, and private sources. The Director's responsibilities include serving as major budget officer for the Financial Aid Office, selecting, training, and supervising staff; actively working to expand student aid resources by working with university officials, community leaders, and agencies; etc. A master's degree and a minimum of five years' progressively more responsible financial aid experience or equivalent required. Experience supervising both clerical and professional staff necessary. Thorough knowledge of federal regulations and general financial aid policy mandatory. Excellent oral and written communication skills as well as direct experience with financial aid computer applications necessary. Commitment to affirmative action is required. Submit letter, resume, and the names of three professional references to:

Personnel Services, EAB 205
University of Nebraska at Omaha
Omaha, NE 68182

An affirmative action, equal opportunity employer. Individuals requiring special assistance in completing the application process should contact the Personnel Services Office.

The University of Nebraska at Omaha is accepting applications for the position of Director, Financial Aid. The Director is responsible for administering a comprehensive student financial aid program which includes scholarship, loans, grants, work-study, and work-study programs from federal, state, local, and private sources. The Director's responsibilities include serving as major budget officer for the Financial Aid Office, selecting, training, and supervising staff; actively working to expand student aid resources by working with university officials, community leaders, and agencies; etc. A master's degree and a minimum of five years' progressively more responsible financial aid experience or equivalent required. Experience supervising both clerical and professional staff necessary. Thorough knowledge of federal regulations and general financial aid policy mandatory. Excellent oral and written communication skills as well as direct experience with financial aid computer applications necessary. Commitment to affirmative action is required. Submit letter, resume, and the names of three professional references to:

Personnel Services, EAB 205
University of Nebraska at Omaha
Omaha, NE 68182

An affirmative action, equal opportunity employer. Individuals requiring special assistance in completing the application process should contact the Personnel Services Office.

The University of Nebraska at Omaha is accepting applications for the position of Director, Financial Aid. The Director is responsible for administering a comprehensive student financial aid program which includes scholarship, loans, grants, work-study, and work-study programs from federal, state, local, and private sources. The Director's responsibilities include serving as major budget officer for the Financial Aid Office, selecting, training, and supervising staff; actively working to expand student aid resources by working with university officials, community leaders, and agencies; etc. A master's degree and a minimum of five years' progressively more responsible financial aid experience or equivalent required. Experience supervising both clerical and professional staff necessary. Thorough knowledge of federal regulations and general financial aid policy mandatory. Excellent oral and written communication skills as well as direct experience with financial aid computer applications necessary. Commitment to affirmative action is required. Submit letter, resume, and the names of three professional references to:

Personnel Services, EAB 205
University of Nebraska at Omaha
Omaha, NE 68182

LIBRARY Head of Technical Services

Illinois Institute of Technology located three miles south of Chicago's Loop, is looking for a Head of Technical Services at its Galvin Library. The library holds 400,000 volumes including 25,000 serials and is dedicated to outstanding service to students, faculty and researchers.

The successful candidate will assume a leadership role within the library organization, providing direction and supervision for Technical Services librarians and support staff. Related responsibilities will include development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification. A minimum of 3 years' experience in the development of policies and procedures, management of the acquisitions budget, cataloging and classification systems, serials development, preparation of reports and grant proposals and responsibilities for library automation, file management and technologies. Qualifications include an ALA-accredited M.L.S. degree, minimum 5 years' experience in technical services management and supervisory experience in an academic or research library, especially in the areas of acquisitions, cataloging, and classification

THE UNIVERSITY OF ALABAMA LIBRARIES

TITLE: Head, Circulation Department. **RESPONSIBILITIES:** The University of Alabama is seeking leadership for the Circulation Department in the Gorgas Library building. Incorporated in this department are the main circulation desk, stack maintenance, the reserve/current periodicals unit, and interlibrary loans. In addition to the department head, the staff consists of paraprofessionals, fourteen classified support personnel, and student assistants. The department head coordinates circulation, reserve, and interlibrary loan activities throughout the libraries, and the staff are responsible for opening and closing the Gorgas Library building. The Head, Circulation Department, reports to the Associate Dean of Libraries for Access Services. **QUALIFICATIONS:** Required: M.S. from an ALA accredited program; successful supervisory experience including excellent interpersonal, communication, and management skills; at least three years of successful, relevant professional experience; knowledge of and experience with automated circulation systems, preferably NOTIS; and a demonstrated interest in contribution to the profession. The successful applicant will also have a strong service orientation, show a commitment to cooperative working relationships, and will accept the full range of middle management responsibilities. **SALARY/BENEFITS:** Rank and salary will be determined upon qualifications. Assistant or Associate Professor, minimum salary, \$28,300 which includes an administrative stipend of \$3,000. 12 month tenure track position, strong benefits.

TITLE: Catalog Librarian (Instructor or Assistant Professor). **RESPONSIBILITIES:** To provide original and non-routine cataloging of print and non-print materials; perform editing of OCLC member-input copy for both monographs and serials in all subjects and MARC formats; establish name and series authority records; and create holdings records online using MARC holdings formats. **QUALIFICATIONS:** Required: An M.S. from a program accredited by ALA [all requirements for the position are listed in the application deadline]; knowledge of basic education reference sources; knowledge of school curriculum materials (K-12) and children's literature; ability to work effectively with students, faculty, and library personnel at all levels; excellent oral and written communication skills; a demonstrated ability to integrate new technology; supervisory experience in teaching or bibliographic instruction; evidence of grant writing ability. **SALARY/BENEFITS:** Salary and rank are dependent upon experience and qualifications. Instructor (minimum \$21,500) or Assistant Professor (minimum \$25,300). 12-month, tenured position with sick leave, 12 days vacation, Blue Cross/Blue Shield, TIAACREF, and state retirement plans. To Apply: Send letter of application, resume and names and addresses of three references to: Vori B. Wyatt, Assistant to the Dean for Personnel, The University of Alabama, P.O. Box 870266, Tuscaloosa, AL 35487-0266. Postmarked by September 30, 1992.

The University of Alabama Libraries are a member of ARL, CRL, SCUMNET, and the Network of Alabama Academic Libraries and have implemented the public access catalog, cataloging, and circulation functions of the NOTIS system. The University of Alabama is an Equal Opportunity, Affirmative Action Employer.

UA Athletics Director

Director of Athletics (Men and Women). The University of Texas at Arlington invites applications and nominations for the position of Director of Athletics. UTA is NCAA Division I and a member of the Southland Conference, competing in seven men's sports and seven women's sports. Letters of application and a complete resume along with the names, addresses and telephone numbers of at least three credible references should be sent to Dr. Ryan C. Amacher, President, Box 19125, The University of Texas at Arlington, Arlington, Texas 76019-0125.

Deadline for application is August 31, 1992.

UTA is an Affirmative Action/Equal Opportunity Employer.

Library Reference Librarian, Thomas Cooper Library, University of South Carolina. The library seeks an enthusiastic librarian to serve under the general direction of the Head of Reference as one of the reference librarians providing library service to students and faculty in the humanities area of the library. This position includes providing service at a busy reference desk, including some evening and weekend hours. The position also includes supervising and training library instruction sessions and general reference services. The successful candidate will have a M.S. in Library Science, a minimum of two years of experience in a reference position, and a demonstrated ability to work with students and faculty. The position is located in the Thomas Cooper Library, University of South Carolina, Columbia, South Carolina 29208-0103. UTA is an Affirmative Action/Equal Opportunity Employer.

Library Two positions available, University of Texas-Pan American, UT-PA is seeking qualified individuals for the following positions. Automation Librarian—has responsibilities and duties for the following relationship and upgradation of the library's automated systems and a member of the Association of Reference Librarians. **Qualifications:** Required: Master's degree from an ALA-accredited library school; a minimum of two years of experience in a reference position; and a demonstrated ability to work with students and faculty. The position is located in the Thomas Cooper Library, University of South Carolina, Columbia, South Carolina 29208-0103. UTA is an Affirmative Action/Equal Opportunity Employer.

North Carolina State University DIRECTOR OF DEVELOPMENT AND COLLEGE RELATIONS College of Engineering

Applications and nominations are invited for the position of Director of Development and College Relations in the College of Engineering.

The College of Engineering: The College of Engineering at North Carolina State University is recognized as one of the leading colleges of engineering in the United States. Ranked in the top 25 graduate programs in Engineering in the nation by U.S. News, the College currently has an enrollment of more than 7,200 students, graduates almost two percent of the baccalaureate and one percent of the master's and doctoral engineering graduates in the United States, and ranks 19th in annual research expenditures. The College of Engineering comprises eight departments and constitutes approximately 30 percent of the total university enrollment. Annual college expenditures now approach \$60 million.

Responsibilities: The incumbent will be responsible for developing and implementing a comprehensive, major gift fund-raising program to generate private support for the College of Engineering. This individual will be responsible for planning, directing, monitoring and coordinating the development program of the College. The incumbent will work under the general direction of the Dean and will serve as the college development officer in the total university development program.

Qualifications: Desired qualifications include experience, background and success in major gift fund raising and capital campaigns. The candidate should hold at least a bachelor's degree in an appropriate field of study. **Applications:** Applicants should submit a letter summarizing qualifications, a resume, and three references who may be contacted. Review of applications will begin on September 30, 1992 and continue until the position is filled. Applications should be sent to Development Search Committee, College of Engineering, Box 7801, North Carolina State University, Raleigh, North Carolina 27695-7801. Salary will be commensurate with qualifications and experience.

North Carolina State University is an Equal Opportunity, Affirmative Action Employer.

MU Marquette University

Senior Advancement Officer

Responsibilities: Marquette University is seeking applications for the position of Senior Advancement Officer. Responsibilities include outreach and fund raising within an assigned region of the country, determination of realistic goals for major gifts in the assigned region, and implementation and management of a comprehensive advancement and development program guided by the University's overall Advancement plan and mission.

Qualifications: The successful candidate will be an effective team player, will possess excellent managerial skills, including proven ability to manage and participate in complex, integrated programs, and will have excellent communication and organizational skills. Requires a strong history of volunteer development. A commitment to Jewish Catholic education is essential. A Bachelor's degree required; Master's preferred. At least three years' experience in fund raising and knowledge of the University are desirable. Extensive travel required. Submit letter of inquiry, resume, and names of three professional references by August 24.

Don Kynaston
Director, Regional Advancement
Marquette University
1212 West Wisconsin Avenue, Room 818
Milwaukee, WI 53233
Marquette is an Equal Opportunity, Affirmative Action Employer.

You can send your ad copy to The Chronicle's Bulletin Board anytime!

By FAX

Just call The Chronicle's FAX number, (202) 296-2691. For more information and to verify that we've received your copy, call our regular number, (202) 466-1055.

By telephone:

Our Bulletin Board assistants will be happy to take your advertisements dictated over the telephone. We'll do so any day of the week right up to 2 p.m. Monday—our weekly deadline (except for holidays). Just call: (202) 466-1050.

By mail:

Simply send the copy for your advertisement to the address below. You're likely to find the mails especially convenient when your copy is ready on a Tuesday or Wednesday. From almost anywhere in the United States, first-class mail sent on either of those days will reach us in time to make our Monday deadline. Send your ad copy to:

Bulletin Board
The Chronicle of Higher Education
1255 Twenty-Third Street, NW, Suite 700
Washington, D.C. 20037

ASSISTANT/ ASSOCIATE DIRECTOR OF ADMISSIONS

Full-time, 12-month Admissions professionals to begin as soon as possible as Assistant and/or Associate Directors of Admissions. Hire, train, supervise, evaluate staff. Coordinate office responsibilities—assigning tasks, arranging systems, implementing procedures; and manage people, paper, time, information. Meet with members of the community regarding admissions policy and professional matters. Interview and counsel prospective students and travel to recruit same. Respond to calls, greet visitors, and answer questions about the college and admissions procedures. Perform duties related to coordination of programs. Must have bachelor's degree (master's preferred); minimum 3 yrs. exp. in admissions or related field; and supervisory experience. Desire knowledge of SPSS and other data management and retrieval programs, and good writing and organizational skills. Salary commensurate with education and experience; excellent benefits; and a variety of research funding sources and a record of individual research and scholarship equivalent to that of a senior professor.

Persons wishing to be considered for the position or wanting to nominate a candidate should write to:

Chair, PRT Director Search Committee
Office of the Provost
Iowa State University
107 Beardshear Hall
Ames, Iowa 50011

Applications should include a letter, a complete curriculum vitae, and the names of five references. Review of applications will begin on October 15, 1992, and the position will be available January 1, 1993, or as soon thereafter as the successful candidate is available. Women and minorities are especially encouraged to apply.

Iowa State University of Science and Technology is an equal opportunity, affirmative action employer.

OBERLIN COLLEGE

Assistant to the Dean

College of Fine Arts

Ohio University

Athens, Ohio

The College of Fine Arts at Ohio University invites applications for the position of Assistant to the Dean. The Assistant to the Dean reports directly to the Dean of the College. This person assists the Dean with the administrative, fiscal and support services of the college; assists in the areas of budget development and formulation of related policies and procedures; recommends and implements fiscal decisions and administrators support budgets for the college; oversees the development and implementation of microcomputer or software applications; does applications and administrative support and programmatic information; and serves as coordinator of special College events.

Candidates must hold a bachelor's degree; show evidence of progressively responsible administrative experience; have working knowledge of microcomputer data processing applications; demonstrated skill in financial analysis; experience in employee relations; and the ability to identify complex administrative issues in a large and diverse College.

Application deadline: September 1, 1992
Salary: \$35,000-\$40,000
Position available: October 1, 1992 or upon completion of successful search

Application procedure: Please send letter of application, resume, and the names, addresses and phone numbers of three references to:

Dr. Dora Wilson, Dean, College of Fine Arts
Ohio University
Jennings House
Athens, Ohio 45701
Phone: 614-593-1808; FAX: 614-593-0570

Bibliographic Council, Inc. for OCLC services and other network, and as coordinator of automation activities with library staff. The automation librarian will ensure that the library is current in automation advances, recommend and plan new services and identify future needs. **Qualifications:** Required: Minimum of three years' hands-on experience with installation and maintenance of a major online system, substantial experience with microcomputers and software; demonstrated ability to plan and teach procedures; demonstrated ability to work well with others. **Preferred:** ALA M.S. Academic Library experience with OCLC, working knowledge of MARC for cataloging, experience with OCLC cataloging system, and experience with OCLC online system. **Salary:** \$35,000-\$40,000. **Position available:** October 1, 1992 or upon completion of successful search.

Application procedure: Please send letter of application, resume, and the names, addresses and phone numbers of three references to:

Dr. Dora Wilson, Dean, College of Fine Arts
Ohio University
Jennings House
Athens, Ohio 45701
Phone: 614-593-1808; FAX: 614-593-0570

Library: Interlibrary Loan/Reference Librarian. Responsible for management and delivery services, including policy formulation and implementation. Participate actively in reference services, including evening/weekend rotation. Supervise one part-time paraprofessional and student assistants. M.S. from an ALA-accredited library school; minimum of three years' experience in a reference position; and a demonstrated ability to work with students and faculty. The position is located in the Thomas Cooper Library, University of South Carolina, Columbia, South Carolina 29208-0103. UTA is an Affirmative Action/Equal Opportunity Employer.

Library Assistant Catalog Librarian. Responsible for management and delivery services, including policy formulation and implementation. Participate actively in reference services, including evening/weekend rotation. Supervise one part-time paraprofessional and student assistants. M.S. from an ALA-accredited library school; minimum of three years' experience in a reference position; and a demonstrated ability to work with students and faculty. The position is located in the Thomas Cooper Library, University of South Carolina, Columbia, South Carolina 29208-0103. UTA is an Affirmative Action/Equal Opportunity Employer.

BULLETIN BOARD: Positions available



Director, Institute for Physical Research and Technology (IPRT) IOWA STATE UNIVERSITY

Iowa State University of Science and Technology is seeking candidates to fill the position of Director of the Institute for Physical Research and Technology (IPRT). The Director, who reports to the Provost, is responsible for administering a variety of centers and programs whose broad mission is to promote interdisciplinary research and technology transfer in the physical sciences and engineering. Responsibilities include: coordination among the eleven IPRT centers and the Ames Laboratory (a contract agency funded by the U.S. Department of Energy), as well as coordination with programs administered elsewhere within the University. Among the centers administered by IPRT are the Center for Nondestructive Evaluation, the Center for Advanced Technology Development, and the Iowa Center for Emerging Manufacturing Technologies. The Director of IPRT appoints the directors of IPRT centers and works with the Provost and president with respect to the appointment of the Ames Laboratory Director; conducts periodic evaluations of all IPRT programs and recommends their continuance or discontinuance; recommends the establishment of new centers; works with federal, state and private entities to secure funding for the centers; and recommends to the Provost strategies for the development of research and technology transfer related to the IPRT missions.

The successful candidate must possess the Ph.D. in a physical science, engineering or related field. Candidates should have at least three years' experience in management of a research program that included several principal operations, planning for future developments and coordinating public service programs with those of technical service and audiovisual divisions. The Director also works on the development of cooperative programs with other libraries.

Qualifications: Master's-level degree or certification in relevant professional field preferred. Minimum two years' experience working in international program development or higher education administration, including preparing and managing budgets.

APPLICATION: Letters of application explaining one's interest in and qualifications for this position and accompanied by a resume with three letters of reference may be sent to:

Search Committee, Director of Off-Campus Programs
Office of the Provost
Hobart and William Smith Colleges
Geneva, New York 14456

Review of applications will begin August 19, 1992 and continue until the position is filled. Hobart and William Smith Colleges are Equal Opportunity Employers.

Nationally Recognized Residential Treatment Center for Boys

COORDINATOR OF MULTICULTURAL SERVICES

Join dedicated, caring professionals of The Children's Village, a treatment center for boys ages 5-14. You'll be part of an interdisciplinary team that helps abused, abandoned and emotionally disturbed boys improve their lives. New program to advance agency's work in the area of cultural sensitivity to its clients, the majority of whom are Latino, African-Caribbean & African-American. Key responsibilities of the position are to:

- enhance staff's cultural competence in the delivery of clinical services
- improve aftercare services through greater understanding of kinship systems
- ensure that the living environment and clinical services of the cottages support and validate the

Must speak Spanish & have experience in designing & implementing culturally responsive programs for at-risk youth and their families, preferably in child welfare or residential settings. Solid interpersonal, oral and written skills a must. Ability to work flexible hours within a 20 hour work week. Bachelor's degree required. MSW preferred. Salary competitive.

Send resume with salary requirements to:

Director of Personnel
THE CHILDREN'S VILLAGE
Dobbs Ferry, NY 10522
An Equal Opportunity Employer

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.

Library Assistant Librarian for Technical Services. Anticipated vacancy. Supervises book and serial processing. Maintains library's automated system. Catalogs, classifies and administers the library's collection. Responds to library inquiries in absence of Head Librarian. ALA accredited M.S. required. Salary: \$35,000-\$40,000. Position available: October 1, 1992 or upon completion of successful search.



HOBART AND WILLIAM SMITH COLLEGES Director of Off-Campus Programs

The Director is responsible for the planning and administration of the Colleges' foreign and domestic off-campus programs, including assisting faculty in the early planning of programs, negotiating contractual agreements, preparing and supervising all program budgets, advising and recruiting students, and maintaining ongoing supervision and assessment. The Director is also administratively responsible for the Colleges' non-degree, on-campus summer programs for Japanese and other foreign students. Currently as many as two-thirds of all Hobart and William Smith students participate in the off-campus program. The Director reports to the Provost and works in consultation with the faculty committee on Off-Campus Study, the Dean of Hobart College and the Dean of William Smith College.

HOBART AND WILLIAM SMITH COLLEGES: Hobart College for men and William Smith College for women are coordinate colleges with a combined enrollment of 1,900, sharing a single campus, president, central administration, faculty, and curriculum. The educational environment is one emphasizing interdisciplinary teaching and research, international education in a liberal arts academic setting.

QUALIFICATIONS: Master's-level degree or certification in relevant professional field preferred. Minimum two years' experience working in international program development or higher education administration, including preparing and managing budgets.

APPLICATION: Letters of application explaining one's interest in and qualifications for this position and accompanied by a resume with three letters of reference may be sent to:

Search Committee, Director of Off-Campus Programs
Office of the Provost
Hobart and William Smith Colleges
Geneva, New York 14456

Review of applications will begin August 19, 1992 and continue until the position is filled. Hobart and William Smith Colleges are Equal Opportunity Employers.

Director of Public Services Hamilton College Library

Hamilton College Library invites applications for the position of Director of Public Services. The Director manages the Reference, Circulation and Interlibrary Loan Departments and branch libraries for science, music recordings and media. Duties include supervising daily operations, planning for future developments and coordinating public service programs with those of technical service and audiovisual divisions. The Director also works on the development of cooperative programs with other libraries.

The Public Service Division staff includes four and a half librarians, seven staff and 70 student assistants. The Library uses VTLS as its integrated online system and is in the process of expanding its CD-ROM and online searching services.

Qualifications: Master's Degree in Library Science or equivalent experience. Five years of experience in public service including work in administering a library division or department. Knowledge of online systems and developing technologies is essential. Applicants must demonstrate an ability to work with faculty and students and with other library staff in planning and implementing services.

Hamilton College is a liberal arts college with 1670 students and 161 faculty located in Central New York.

Position available: September 18, 1992.

Send letters of application and resume with three references to: Ralph Stevenson, Librarian, Hamilton College Library, 198 College Hill Road, Clinton, NY 13382. To be assured of full consideration applications should be received by August 24, 1992.

Hamilton College is an Equal Opportunity, Affirmative Action Employer.

Library/Archivist: The University of Wisconsin-River Falls, Chippewa River Library is recruiting for an Area Research Center University Archivist. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Under a court approved settlement and Wisconsin statutes, UW-River Falls institutions are required to provide a list of all positions and applicants except those who request confidentiality during the application process. The names of final candidates, however, may be revealed in compliance with an open records request.

Duties include: administer, develop, organize, process and provide access to records held in the Area Research Center (a regional repository for the State Historical Society of Wisconsin) and the University Archives. Provide instruction to the University community in Area Research Center services to faculty and students. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. Send resume, official transcript, and names of three references with letter of application to: Linda M. Olson, Search & Seven Committee Chair, Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Under a court approved settlement and Wisconsin statutes, UW-River Falls institutions are required to provide a list of all positions and applicants except those who request confidentiality during the application process. The names of final candidates, however, may be revealed in compliance with an open records request.

Library/Archivist: The University of Wisconsin-River Falls, Chippewa River Library is recruiting for an Area Research Center University Archivist. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Under a court approved settlement and Wisconsin statutes, UW-River Falls institutions are required to provide a list of all positions and applicants except those who request confidentiality during the application process. The names of final candidates, however, may be revealed in compliance with an open records request.

Library/Archivist: The University of Wisconsin-River Falls, Chippewa River Library is recruiting for an Area Research Center University Archivist. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Under a court approved settlement and Wisconsin statutes, UW-River Falls institutions are required to provide a list of all positions and applicants except those who request confidentiality during the application process. The names of final candidates, however, may be revealed in compliance with an open records request.

Library/Archivist: The University of Wisconsin-River Falls, Chippewa River Library is recruiting for an Area Research Center University Archivist. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Under a court approved settlement and Wisconsin statutes, UW-River Falls institutions are required to provide a list of all positions and applicants except those who request confidentiality during the application process. The names of final candidates, however, may be revealed in compliance with an open records request.

Library/Archivist: The University of Wisconsin-River Falls, Chippewa River Library is recruiting for an Area Research Center University Archivist. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. Under a court approved settlement and Wisconsin statutes, UW-River Falls institutions are required to provide a list of all positions and applicants except those who request confidentiality during the application process. The names of final candidates, however, may be revealed in compliance with an open records request.

Library/Archivist: The University of Wisconsin-River Falls, Chippewa River Library is recruiting for an Area Research Center University Archivist. The position is located in the Chippewa River Library, University of Wisconsin-River Falls, Wisconsin 54922-3015. UW-River Falls is committed to achieving diversity in its academic

Lawrence University

Lawrence University is a small and highly selective liberal arts college with a conservatory of music. Located in Appleton, Wisconsin, a medium-sized city of 65,000 people that serves as the center of the Fox Cities, a prosperous and thriving area of 170,000 residents in central Wisconsin extending from Oshkosh to Green Bay.

In preparing for a major capital campaign and following the recent appointment of Gregory A. Volk as Vice President for Development and External Affairs, Lawrence offers several opportunities for development professionals.

Director of Development

The Director will report to the Vice President for Development and External Affairs and will be responsible for planning and managing key aspects of the college's development program. In addition to management responsibilities in ongoing annual and capital fund-raising efforts, this position will have a strong major gift orientation, and the successful candidate will be actively involved in the cultivation and solicitation of major and planned gifts and in working closely with the campaign steering committee and the president in campaign activities.

Qualifications: Applicants must possess a bachelor's degree; five years' or more development experience, preferably in higher education; strong interpersonal skills; knowledge of all aspects of fund raising and computer and prospect management systems; strong writing abilities; and an understanding and appreciation of liberal education.

Director of Planned/Major Gifts

The Director of Planned/Major Gifts will report to the Director of Development. Lawrence seeks to recruit a senior development professional to promote and solicit planned and major gifts for the college and direct the planned giving and capital giving programs in concert with other development programs. The Director will develop strategies for identifying and cultivating planned and major gift prospects. A significant amount of time will also be focused on direct cultivation and solicitation of donor prospects and providing staff support for volunteers. Extensive travel is required.

Qualifications: The successful candidate will possess a bachelor's degree and five or more years of progressively responsible fund-raising experience. Capital campaign experience and knowledge of planned giving are desired. Exceptional organizational and interpersonal skills and solid writing and oral communication skills are essential requirements.

Assistant/Associate Director of Development for Planned/Major Gifts

The Assistant or Associate Director will report to the Director of Planned/Major Gifts. A personable and creative individual is sought to participate directly in the identification, cultivation, stewardship, and solicitation of major and planned gifts prospects. This individual will assume responsibility for managing a specific segment of the donor and prospect constituency and will administer a variety of special projects within the campaign and the major and/or planned giving programs.

Qualifications: In addition to a bachelor's degree and three or more years of fund-raising experience, preferably in higher education, the successful candidate will possess strong interpersonal, writing, and oral communication skills.

Please send a letter of application and résumé, including the names of three references, by August 31 to Lera Erickson, Director of Human Resources, Lawrence University, Appleton, Wisconsin 54912-0599.

LAWRENCE

Lawrence University Promotes Equal Opportunity for All.

Curator, General Research and Reference Division

The Schomburg Center

The Schomburg Center for Research in Black Culture of The New York Public Library has an exceptional opportunity for a Curator. Will be responsible for the management of collection, development, processing, acquisition, conservation, preservation, and provision of access to the collections of books, serials, microforms and ephemera documenting the global black experience. Will also supervise the public services and preparation services units of the division, maintain communication with our Research Libraries Divisions and Units, and maintain cooperative relationships with African libraries and special collections.

Qualified candidates must have an MLS from an ALA accredited Library School and minimum 4 years of progressively responsible administrative experience in a research library environment.

Demonstrated knowledge of African American, African and African Diaspora bibliography, resources and scholarship is required. Knowledge of on-line systems and effective written/oral communication skills required. Knowledge of RLIN and/or OCLC preferred.

We offer a starting salary of \$38,930 plus excellent benefits. For prompt consideration please send resume in confidence to:

Human Resources Dept. DC-8
Candidates selected for consideration will be contacted for an interview.
An Equal Opportunity Employer M/F

The New York Public Library
8 West 40th Street, 2nd Floor, New York, NY 10018

Library Sciences State University of New York, College at Cortland, Associate Vice President for Information Resources Development, Computer Center, Learning Resource Center. Please see our display advertisement in this issue.

Library Science Senior Medical Librarian/Health Information Network Coordinator. The UNM Medical Center Library seeks a candidate for the position of Senior Medical Librarian/Health Information Network Coordinator. This position is a major component of the library's statewide health information network. Responsibilities include: implementation and coordination of an online catalog, management of online databases and development and coordination of a research population database in ORA-4.5, development of protocols and training programs. Requirements: ALA-accredited MLS; 2 years of senior level library research and services activity are expected and rewarded. An interest in global medicine.



Search Extended

HEAD OF CATALOGING SERVICES

Ball State is a comprehensive university with over 20,000 students and 1,000 faculty serving east central Indiana. It is located 50 miles northeast of Indianapolis. The library contains 1.4 million items in a modern building; it is served by 40 librarians and 95 FTE support staff. **RESPONSIBILITIES:** Manages the Cataloging Services unit and coordinates all cataloging activities. Supervises professional and classified staff (5 librarians and 16 classified staff). Establishes cataloging policies for library materials in all media. Prepares written reports and proposals; compiles statistics as required. This position reports to the Assistant Dean for Library Technical Services. **REQUIREMENTS:** M.S. from an ALA accredited program or equivalent. Substantial professional experience in a cataloging unit. Experience in cataloging different kinds of materials at all levels of difficulty, using national standards as established by AACR2 (rev.) and LC. Strong organizational abilities and supervisory experience; excellent oral and written communication skills. **PREFERRED:** Experience with online integrated library systems; preferably NOTIS. Additional advanced degrees. **SALARY:** Negotiable; minimum is \$36,000 for 12-month appointment. Excellent fringe benefits. **APPLICATIONS:** Send letter of application, résumé, graduate degree(s) transcripts (unofficial copies acceptable), and list of three references, including addresses and telephone numbers to Mr. C. William Barrett, Director of Library Business Services, 101 Bracken Library, Ball State University, Muncie, IN 47306. Deadline for applications is September 14, 1992.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Director of College Relations

Hamilton College seeks applications for the position of Director of College Relations. The Director will report to the Vice President of Communications and Development. Responsibilities will include the overall planning, administration and execution of the College's public relations and media efforts. The Director will help develop integrated strategies for marketing, media relations, and public relations that effectively communicate images consistent with the mission, goals and objectives of Hamilton College.

Applicants must be familiar with the nature and aims of a selective liberal arts college. They should have familiarity with the use of the working press from local newspapers and broadcast media to national magazines and television, including the education press, and experience working as a journalist is essential. They must demonstrate communications skills and the ability to translate the College's mission and vision into concrete opportunities for increased awareness on a national level. Applicants must have a Bachelor's degree at a recognized college or university, and a broad range of interest in academic subjects, social issues and athletics. Minimum requirements include five years' experience.

The position is available starting September 1, 1992. Interested individuals should send a letter of application and a résumé by August 15, 1992 to:

Milton K. Harkender, Jr., Vice President
Communications and Development
Hamilton College
198 College Hill Road
Clinton, NY 13323

Hamilton College is an Affirmative Action, Equal Opportunity Employer.

DIRECTOR

Department of Biomedical Communications

Rush-Presbyterian-St. Luke's Medical Center/Rush University invites applications or nominations for the position of Director of Biomedical Communications, who is responsible for providing leadership with a staff of 20 employees in communication services for the institution, through the management of photography, illustration and design, including computer graphics and media services, including television production. The successful candidate will have excellent communication and interpersonal skills, financial management abilities, marketing knowledge, and experience in the field. A master's degree is required and a doctoral degree is desirable. The department is an integral part of meeting its customers' expectations. Rush is one of the nation's premier academic health centers with a faculty of nearly 3,000 in colleges of medicine, nursing, health sciences and the biological sciences and a student population of about 1,200. A letter of interest and a curriculum vitae should be sent to John E. Truitt, Vice President for Academic Resources, 201 Ridgion, 1653 W. Congress Parkway, Rush-Presbyterian-St. Luke's Medical Center, Chicago, Illinois 60612. The Medical Center is an equal opportunity, affirmative action employer.



A complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars —

every week in The Chronicle.

CURRICULUM DEVELOPMENT SPECIALIST

Responsible for working in conjunction with College, AVTS's and school districts, and business and industry representatives in developing the Tech Prep Curriculum. Tech Prep is an articulation partnership between secondary, vocational, technical, and postsecondary institutions developed to prepare students for careers in today's society. It involves the coordination of curriculum across two or more institutions to ensure graduates possess knowledge and skills required for employment.

Qualifications: Master's Degree in Curriculum Development, Vocational Education, or related discipline OR equivalent combination of education and work experience; and three years teaching experience preferably in a vocational/technical field. Effective written and oral communication skills; ability to work with diverse and dispersed populations; and leadership, organizational, and strong interpersonal skills are required. Hours beyond normal work week and substantial amount of statewide travel requiring some overnight stays will be necessary.

Temporary position to start as soon as feasible through June 30, 1993. Continued employment contingent upon extended funding. Tech Prep is a three-year grant funded project requiring yearly approval. Salary - mid to upper \$20's. Submit letter, resume, and list of three professional references to: Human Resources (18), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701. Applications will be accepted until August 26, 1992, or until a suitable candidate is identified.

Located in North Central PA, the College is a two-year institution with a national reputation for the quality of its advanced technology programs. Penn College is a component of The Pennsylvania State University but maintains its own mission, goals, and board of directors.

An affirmative action/equal opportunity employer
Women and minorities encouraged to apply.



UNIVERSITY OF VIRGINIA

MAJOR GIFTS OFFICER

Curry School of Education

Revised

The University of Virginia is seeking applications for the position of Major Gifts Officer for the Curry School of Education. This position will have joint reporting responsibilities to the Dean of the Curry School of Education and the Associate Vice President for Development of the University. As the principal fund-raising officer, the Major Gifts Officer will plan, organize, and direct fund raising, special events, volunteer recruitment, alumni affairs, public relations, and staff management in accordance with the direction of the Dean and Board of the Curry School of Education Foundation, Inc.

This administrative faculty position requires a bachelor's degree with a master's degree desirable and three to five years' experience in fund raising with evidence of increasing responsibilities and growth. Candidates should have an understanding of development in higher education, especially at a complex research university. Desired qualifications include supervisory and managerial experience and skill, excellent organizational, interpersonal, and communications skills. Relocation to Charlottesville is necessary. Applications would be appreciated by August 31, 1992, but will be accepted until the position is filled. A letter of application and résumé should be sent to:

Charles B. Fitzgerald
Associate Vice President for Development
University Development Office
The University of Virginia
Post Office Box 9013
Charlottesville, Virginia 22906-9013

The University of Virginia is an Equal Opportunity, Affirmative Action Employer.
Women and minorities are encouraged to apply.

INVER HILLS COMMUNITY COLLEGE

Inver Grove Heights, Minnesota

DIRECTOR OF RESEARCH & DEVELOPMENT

Full time, 12 months per year. Reports to College President. Coordinates college's research efforts, development initiatives, and supports strategic and operational planning efforts.

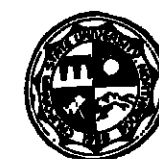
Minimum Qualifications: Bachelor's degree in relevant discipline; Master's Degree preferred. At least three years of recent professional experience in a higher education institution. Demonstrated expertise in both research and resource development endeavors.

To apply, submit all of the following: cover letter, résumé, transcripts, and three letters of reference by August 28, 1992 to:

Inver Hills Community College
Attention: Personnel
8448 College Trail
Inver Grove Heights, MN 55076

assessment and development will be a plus. Send résumé and three letters of recommendation to: Dr. Gerry Smith, Director of Research and Development, Inver Hills Community College, 8448 College Trail, Inver Grove Heights, MN 55076. Applications will be accepted through December 1, 1992, or until the position is filled. Post-employment salary review will be held. Inver Hills Community College is an AA/EEO Employer.

Mathematics/Columbia College, Assistant Professor of Mathematics, Columbia College.



MANAGER OF STUDENT SERVICES

National Center on Deafness

The National Center on Deafness (NCOD) offers a variety of support services to more than 220 deaf and hard-of-hearing students enrolled at California State University, Northridge. Interpreting, note-taking, advisement and counseling form the core of these services. Founded in 1972, the NCOD provides students with one of the most comprehensive mainstream college programs in the United States. The NCOD is nationally and internationally recognized for its excellence in helping these students achieve academic success and adjust socially and culturally to the campus community.

California State University, Northridge, one of twenty campuses of The California State University, is located twenty-five miles northwest of central Los Angeles in the San Fernando Valley, a metropolitan subarea with a multi-ethnic population of over one and one-half million people. The University enrolls over 309,000 students (21,000 FTE's and approximately one-third ethnic minorities) served by 1,600 faculty.

Responsibilities: The Manager reports to the Director of the NCOD and is responsible for implementing a comprehensive program of support services for deaf and hard-of-hearing students. The Manager supervises counseling, student development, note-taking, interpreting, and speech/auditory training; manages day-to-day operations by overseeing the duties of the Student Personnel Specialist, interpreting, and note-taking staff (salaries and hourly), and assigned clerical support; and approves all special activities and requests. Among other duties, the Manager serves as administrator in charge during the absence of the Director.

Qualifications: Equivalent to graduation from a four-year college or university with a degree in a related field; terminal degree preferred. Three years of related professional experience involving the education or delivery of support services to deaf students, supplemented by one year of supervision in a related program area. Thorough knowledge of the principles and practices of effective supervision, and the policies, procedures, and practices of support services for deaf and hard-of-hearing students. Proficiency in American Sign Language and Signed English required.

Salary: Starting salary will normally be within the recruitment range of \$3,713-\$4,535 per month.

Effective Date of Appointment: ASAP.

Applications: Candidates must submit a letter of application and current résumé postmarked no later than September 19, 1992 to:

Office of Personnel and Employee Relations (OPER)
California State University, Northridge
1811 Nordhoff Street, Admin. 514-A, Northridge, CA 91330
Equal Opportunity, Affirmative Action, Title IX, Sections 503 & 504 Employer

Bursar

Hesser College is seeking individuals with college experience to assume the following positions:

Bursar

The responsibilities of the position as Bursar include billing and collecting student accounts, interfacing with Financial Aid to insure timely and accurate disbursements, and managing the Accounts Receivable department.

The successful candidate must have strong interpersonal and managerial skills. The individual should also have a Bachelor's degree and experience in student receivables and collections. Respond to: Senior Vice President/Treasurer.

Controller

Reporting directly to the Executive Vice President/Treasurer, the responsibilities will include a leadership role in the implementation of a new computer system to handle the College's accounting and student information needs as well as supervisory duties over all the detailed accounting functions. The Controller will also be responsible for the internal and external reporting requirements of the college.

The successful candidate will have strong interpersonal skills, experienced managerial skills and have a detailed knowledge of EDP and manual systems. The individual should also have a Bachelor's degree in accounting, experience in student receivables and collections, and experience as a Controller. Respond to: Executive Vice President.

Please send cover letter with current salary and salary requirements and a detailed resume to:

Hesser College
3 Sundial Avenue
Manchester, NH 03103
Equal Opportunity Employer.



HESSER COLLEGE

1901 Columbia College Drive, Columbia, South Carolina 29203. Applications must be postmarked no later than November 30 for consideration. Columbia College is an affirmative action, equal opportunity employer.

Medicine: Student Health Service at the College of William and Mary seeks staff physician for the position of Professor and clinical medicine to provide primary care for students, faculty, and community. The ideal candidate will qualify as a full professor. Please send letter of application, curriculum vitae, and references to: Dr. M. P. O. Box 9795, Williamsburg, Virginia 23187-9795. Women and minority candidates are encouraged to apply. The College is an AA/EEO employer.

Music: Coach, Band (Director of Marching Band and Assistant Director of Band), Dr. 25500 \$40,000. The College of William and Mary seeks a full professor, please send letter of application, curriculum vitae, and references to: Dr. M. P. O. Box 9795, Williamsburg, Virginia 23187-9795. Women and minority candidates are encouraged to apply. The College is an AA/EEO employer.

Music: Coach, Band (Director of Marching Band and Assistant Director of Band), Dr. 25500 \$40,000. The College of William and Mary seeks a full professor, please send letter of application, curriculum vitae, and references to: Dr. M. P. O. Box 9795, Williamsburg, Virginia 23187-9795. Women and minority candidates are encouraged to apply. The College is an AA/EEO employer.



LIBRARIAN

Union County College seeks applications for the position of Librarian (Junior) at the Elizabeth Campus. This is a full-time twelve month position reporting to the Library Director. Responsibilities include reference services, library instruction, staff scheduling and supervision, collection development and other related duties. Provide reference and/or technical services at the Cranford Campus Library as required. 35 hour week includes evening and some weekend hours.

We are seeking a candidate who possesses excellent oral and written communication skills, the ability to work well as a part of a team as well as independently, familiarity with all facets of reference services and the ability to work well with users and colleagues. Must have MLS from an ALA-accredited institution. Experience in a multicultural environment and knowledge of Spanish helpful. Reference experience and bibliographic instruction and/or teaching experience required.

Union County College is a comprehensive community college enrolling approximately 10,000 students at three locations. Located in midtown Elizabeth, the newly renovated 7-story building offers a panoramic view of the New York City skyline. The Elizabeth campus houses the Institute for Intensive English, the Employment Skills Center as well as offering a wide variety of academic programs.

Send letter of application and résumé no later than August 20th to: Personnel Officer, Union County College, 1033 Springfield Avenue, Cranford, NJ 07016.

EOE/AA



UNIVERSITY OF MAINE

DEPARTMENT OF CAMPUS LIVING

Title: Area Coordinator

Type of Position: Full-time, professional, live-on position with flexible work schedule.

Qualifications: Master's degree in Student Personnel Administration or related field plus two years' full-time experience in residence residence services staff. The Area Coordinator is responsible for supporting student development activities and community development through coordinating all student and staff activities and functions related to residence hall living in an assigned student residence area. Highly visible staff expected to blend office hours and "in-hall" hours into a schedule that creates availability and frequent contact with staff and students.

Salary Range: \$21,000-\$25,000.

How to Apply: Send letter of interest, current résumé and three written letters of reference to:

Area Coordinator Search Committee
Office of Campus Living
103 Hilltop Commons
University of Maine
Orono, ME 04469
Fax: (207) 581-4714

Deadline: Position open until filled.

The University of Maine is an Equal Opportunity, Affirmative Action Employer



University of Pittsburgh

SYSTEMS ANALYSTS

Systems Analysts needed for a project developing multiple large-scale, interrelated intelligent tutors for complex electronics troubleshooting jobs. Systems are currently being written in Smalltalk. Positions would be ideal for people who want experience with production programming on large scale with considerable industry constraints, but as part of a major research project. Excellent training opportunity.

We seek people who have some or all of the following:

1. Knowledge of object-oriented programming, preferably in Smalltalk.
2. Artificial intelligence programming experience.
3. B.S. in computer science, or related field. Solid understanding of formal computer science and software engineering principles is essential.
4. Experience with a large programming project.
5. Evidence of ability to meet deadlines, to work with considerable self-direction but as part of a cooperative group effort, and to adhere to disciplined programming practices.

References and code samples required.

Salary: low to mid 20's, depending on experience. Reply to:

JOE A. 10905
University of Pittsburgh
Learning Research and Development Center
Room 521
3939 O'Hara Street
Pittsburgh, PA 15260
AA/EEO

The most extensive listing anywhere of jobs available in higher education —

every week in The Chronicle.

ASSOCIATE DIRECTOR

University Food Services

Immediate opening for a goal-oriented manager with high quality standards and strong mentoring and customer service skills. Reporting to the Director, the Associate Director will participate in short and long range planning programs and be responsible for the direct management of a large dining unit serving 4000 meals daily.

The successful candidate must have a thorough understanding of the college student market, a track record of successful program development and accountability and a demonstrated record of holding positions of increasing responsibility and complexity in the College Dining Field. Excellent managerial and interpersonal skills are required.

HPI or related degree, or equivalent combination of education and experience required. Salary range \$42,750-\$48,000 depending on qualifications and experience. Interested parties should make reference to Job Number A00042.

ASSISTANT DIRECTOR - FINANCE & SYSTEMS

University Food Services

A new position responsible for providing accurate and timely financial data and analysis for the purpose of assisting management in achieving financial goals. The Assistant Director of Finance and Systems will also analyze and manage all manual and automated systems, recommend and implement new systems, and assume responsibility for the general supervision of the functions of the Office Manager, Purchasing Manager and related office staff.

The successful candidate will have a high energy level, be goal-oriented, a self-starter and an efficient teacher with highly developed interpersonal skills. Experience with CBORD and other current systems is preferred. A Bachelor's degree in HPI, Accounting, or related field, or an equivalent combination of education and experience, preferably in a College Food Service environment, is required. Salary range \$35,200-\$42,000 depending on qualifications and experience. Interested parties should make reference to Job Number A00043.

To apply for either of these positions, please submit cover letter and resume to: Anne Dewley, Brown University, P.O. Box 1836, Providence, Rhode Island 02912. Brown University is an EEO/AA Employer.



BROWN UNIVERSITY

DIRECTOR, AFFIRMATIVE ACTION

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Reporting to the Assistant Chancellor for Human Resources, the Director of Affirmative Action is the campus' Affirmative Action Officer and a member of the Human Resources Management Team. Coordinates all aspects of employment, affirmative action, and serves as a resource to senior management in matters related to equal employment opportunity and non-discrimination. Coordinates and maintains staff and academic Affirmative Action plans; monitors compliance with Title IX, Section 504, and the ADA; coordinates response to discrimination complaints; manages the Affirmative Action Office and annual budget; supervises staff of four. Requires demonstrated experience in the design, development, and implementation of successful affirmative action programs in a university setting; budget administration, and supervisory experience; knowledge of the principles underlying staff and academic personnel policies and procedures; familiarity with the complexities of a research university and an understanding of human resources management in a similar environment. Contact: (408) 458-3011 for Required Supplemental Application and copy of complete job description & requirements. Refer to Job #82-06-09. Salary commensurate with qualifications and experience. Excellent benefits package. Applications/resumes, completed supplemental application, salary history, and the names, addresses, and telephone numbers of three references must be received by 5/21/92 at the UCSC5 Personnel Office, 102 Communications Bldg., Santa Cruz, CA 95064.

AA/EEOE

various units which comprise the University and with culturally diverse populations. Applications/resumes and letters of reference should be sent to: Dr. Ronald T. Leo, Search Committee Chair, Position #021166, University of Rhode Island, P.O. Box G, Kingston, Rhode Island 02881. Salary: \$35,000-\$40,000. The University is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

Music Therapy: One year, full-time position. Qualifications: Master's degree in Music Therapy or M.A./M.F.A. in Music with clinical experience. Responsibilities: Supervision of music therapy majors, teaching Music Therapy Courses, supervision of field experiences, advising, and salary commensurate with experience in education. Applicant should submit letter of interest, current résumé, and list of three references with salary history and phone numbers to: Dr. John Taylor, Chairperson, Department of Music and Art, Box 5045, Tennessee Technological University, Cookeville, Tennessee 38505. Women and minorities are encouraged to apply. Applications will be accepted until the position is filled. AA/EEOE.

Nursing: Lewis-Clark State College, announces a position vacancy—Assistant Professor, Nursing Division. \$29,000-\$34,000. Master's degree in Nursing required, doctorate preferred. Teaching experience at post-secondary level, excellent communication skills, and ability to work with diverse populations. Position open until filled. Submit letter of application, résumé, and references to: Dr. Mary Ann Dolan, DRPH, Lewis-Clark State College, 500 8th Avenue, Lewiston, Idaho 83501. (208) 799-2254. AA/EEOE.

CAMPUS DEAN

University of Wisconsin Center Fox Valley

The University of Wisconsin Center-Fox Valley invites applications and nominations for the position of Campus Dean. The UW Center-Fox Valley, one of 13 University of Wisconsin Centers, is a freshman-sophomore liberal arts transfer institution with an enrollment of 1,500 students. The campus is located in Menasha, Wisconsin, in the heart of northeastern Wisconsin's Fox Cities. In addition to credit instruction, area residents know the campus for its continuing education programs, theatre, art gallery and planetarium.

Responsibilities

The Dean is the chief executive officer of the campus and reports to the Chancellor of the UW Centers in Madison. Duties of the office include working in collaboration with governance committees in the continued development of academic and support programs, budget and personnel administration and representation of the campus to its various publics, including political agencies.

Qualifications

Candidates are required to have professional experience at the college or university level. Preference will be given to applicants who have both teaching and administrative experience and who hold a terminal degree and other appropriate credentials for rank and tenure in a UW Center's academic department. In addition, the candidate should possess a love of learning, strong interpersonal and communication skills and a sense of humor.

Salary

Annual salary is \$60,000-\$62,000 plus an excellent fringe benefit package. We anticipate a starting date no later than July 1, 1992.

Application Procedures

Application deadline is October 2, 1992. Candidates should submit a letter of application stating personal qualifications and interest in the position and a résumé. Nominations welcome. Send materials to:

Marc Potash, Chair
Search and Screen Committee
UW-Fox Valley
1478 Midway Road
Menasha, Wisconsin 54952-0002

The University of Wisconsin Center-Fox Valley is an Affirmative Action, Equal Opportunity Employer and encourages women, members of minority groups, handicapped persons, and veterans to apply. Applications must be accompanied by a statement of whether the applicant wishes to have the application held in confidence or made available to the public upon request.



Division of Educational Services

Expanding division is seeking energetic, skilled education specialists who are interested in consulting with medical school faculty on the design, implementation & evaluation of physician education programs.

SENIOR TEST AND MEASUREMENT SPECIALIST
Master's Degree in Educational Psychology or Education with emphasis in measurement/testing; min. 3 yrs. experience in higher education.

SENIOR EVALUATION SPECIALIST
Master's Degree in Educational Psychology or Education with emphasis in evaluation/testing; min. 3 yrs. experience in higher education.

INSTRUCTIONAL DESIGNER
Master's Degree in Education with emphasis in ID; min. 1 year's experience in higher education (two positions).

Qualified applicants should submit their CV to:
J. Rehm, Sr. Adm. Assistant, Division of Educational Services, Medical College of Wisconsin, 8701 Watertown Plank Road, Milwaukee, WI 53226.

Equal Opportunity, Affirmative Action Employer, M/F/D.

DIRECTOR

Counseling Center

The University of Maryland Baltimore County seeks a Director to administer, coordinate and supervise Counseling Center operation. Six professional staff and five psychology graduate interns conduct comprehensive program of personal, social, educational and vocational individual and group counseling and testing.

Full time permanent position reporting to Vice President for Student Affairs; available immediately but negotiable. Ph.D. required, preferably in counseling or clinical psychology. Minimum five years full-time experience in college counseling, previous administrative experience and licensure or certification required. Experience working with culturally diverse populations highly desirable. Salary commensurate with experience in accordance with University of Maryland Salary Plan.

Letters of interest, résumé, and names, addresses and telephone numbers of three references must be received by September 1, 1992 to receive full consideration. Send to: Debra Silverstein, Search Chair, Student Health Services, University of Maryland Baltimore, Baltimore, Maryland 21228-5398. Dr. Bonita Johnson interviewing at APA.

UMBC is an AA/EOR.

Psychology Research Associates—Vision Lab. Position available upon receipt of federal funding for an experimental psychologist with an M.A. or Ph.D. (B.S. preferred). Degree. Applicants who have only a B.A. degree but who have extensive postgraduate laboratory experience may be considered. Position is renewable yearly up to four years pending availability of funding. A major goal of the project is the assessment of laser irradiation on the visual system. Applicants should have some experience in visual psychophysics.

MANAGING DIRECTOR OF RESOURCE DEVELOPMENT, PLANNING, AND INSTITUTIONAL RESEARCH

Community Colleges of Spokane is recruiting for a Managing Director of Resource Development, Planning, and Institutional Research at Spokane Falls Community College to develop external funding sources for the college; oversee the development of the college's long-range plan and monitor its implementation; be responsible for institutional research projects that include data gathering, tracking, and statistical analysis, etc. Minimum qualifications: Bachelor's degree or equivalent (master's degree or doctorate is preferred); basic knowledge of word processing and spreadsheet software applications ability to organize data; interpersonal skills; demonstrated success in grant-writing and other fund-raising activities; and experience working with diverse groups in developing consensus. Salary: \$52,875. Desired date of employment: January 15, 1993. To apply obtain Community Colleges of Spokane application and submit with required materials. Obtain application from Human Resources Office, 2000 N. Greene Street, Spokane, WA 99207; phone: 509/533-7429. Application Deadline: October 1, 1992.



DIRECTOR OF ADMISSIONS

United States Merchant Marine Academy at Kings Point

The Director of Admissions plans and implements all activities of the admissions program including nationwide recruitment, selection, retention and financial aid. Applicants should have a bachelor's or advanced degree. Required are significant experience in policy development and administration of college admissions programs; excellent oral and written communication skills; the ability to initiate and organize recruiting activities; and demonstrated knowledge of admissions counseling, current issues and trends affecting enrollment and retention, and computer based resources for supporting the admissions program.

The Academy, one of the 5 Federal Academies, is a four-year residential college of approximately 1,000 students. Administered by the Department of Transportation, its baccalaureate degree program prepares selected young men and women for service in the United States Merchant Marine and the United States Naval Reserve.

This is an accepted service position in the Federal government. U.S. citizenship required. Salary competitive and commensurate with experience. Send letter of application and résumé immediately to:

ACADEMY PERSONNEL OFFICER - B
U.S. MERCHANT MARINE ACADEMY
KINGS POINT, NEW YORK 11024-1699
Review of applications will begin August 17 and continue until a suitable candidate is found.

EQUAL OPPORTUNITY EMPLOYER M/F/H/V

State University of New York

College of Agriculture and Technology at Cobleskill

EDUCATIONAL OPPORTUNITY PROGRAM COUNSELOR

Temporary appointment beginning Fall, 1992. To conduct academic, personal, career, and financial aid counseling. Conduct EOP student support groups; organize tutorial program; develop EOP meeting and seminar activities. Bachelor's degree in Counseling or related field required. Master's preferred. Experience working with disadvantaged and underrepresented populations required. Excellent fringe benefits. Search committees will begin deliberations immediately. Submit letter of application, transcript or copies thereof and a current résumé including the names and addresses of three references to:

Dr. Renee Scialdo Shevat
Director of Human Resources Management
State University of New York
College of Agriculture and Technology
Cobleskill, NY 12043

An EO/AA Employer



The most extensive listing anywhere of jobs available in higher education —
every week in The Chronicle.

DEAN

School of Business (Bloomington/Indianapolis)

INDIANA UNIVERSITY

The School of Business at Indiana University is seeking applications and nominations for the position of Dean.

Responsibilities: The Dean provides innovative academic and administrative leadership to the School of Business in a time of change and is responsible for the financing and operation of eight departments. The Dean is expected to articulate the mission of the School, to foster outstanding teaching, research and service, and to expand the resource base.

Qualifications: Candidates should have either the qualifications and achievements consistent with a tenured appointment as full professor or a business background with an outstanding record of leadership and achievement and a demonstrated commitment to and understanding of higher education.

Desirable qualifications include:

- ability to lead and manage faculty, students and staff;
- commitment to excellence in teaching, research and service;
- personal qualities that facilitate working relationships with the University, other disciplines, alumni and business leaders;
- ability in fund raising;
- understanding of the international business environment.

The School: The School offers degrees at the Bachelor's, Master's and Doctorate levels. All three are highly ranked programs nationally. The School has an enrollment of 3,500 undergraduate and 1,160 graduate students, 200 faculty members and 60,000 alumni. It offers a wide variety of executive development and international exchange programs.

The School operates with a policy of one mission and one faculty at two locations—Bloomington and Indianapolis.

Starting Date: The position will be available on July 1, 1993.

Applications and Nominations: Applications received before October 14, 1992 will be given priority. Candidates should submit a letter of interest and a curriculum vitae or résumé. Nominations and applications should be sent to:

Trevor Brown, Chair
Dean Search Committee
School of Business
Indiana University
Bloomington, IN 47405

Indiana University is an Equal Opportunity, Affirmative Action employer. Women and minorities are urged to apply.

University of Arkansas

ASSOCIATE CONTROLLER

The Office of Financial Affairs at the University of Arkansas is seeking an individual to fill the position of Associate Controller. This position is responsible for the supervision and management of the Plant and Property Accounting division of Financial Affairs. This position reports to and assists the Controller to establish and maintain accounting systems and procedures in conjunction with current changes in accounting standards. Also, this position will assist in the development of maintenance and PC based accounting systems, documentation of the systems, preparation of user manuals and the development of training seminars for system users.

Minimum qualifications include a degree in Accounting or Finance with a Certified Public Accountant designation. Proven managerial skills, strong technical skills and knowledge of fund accounting is highly desirable. In addition, preference will be given to applicants with 5 to 10 years' experience in a University financial environment. The salary range for this position will be \$36,000-\$40,000 per year, based on the qualifications of the successful candidates.

Send letter of application and résumé to:

Office of Financial Affairs
Attn: Cathy Renner
University of Arkansas
Administration Building 316
Fayetteville, AR 72701

Applications must be received on or before September 7, 1992.

The University of Arkansas is an equal opportunity, affirmative action institution. All applicants are subject to public disclosure under the Arkansas Freedom of Information Act, and persons hired must have proof of legal authority to work in the United States.

The Nevada Centric Education Center, a new statewide program, is seeking applicants for the following full-time positions:

Resource Coordinator: Master's Degree required; is responsible for developing an educational resource center, coordinating rural continuing education efforts, and establishing linkages with other educational units in the State of Nevada University and Community College System.

Las Vegas Program Coordinator: Master's Degree preferred; is responsible for opening a program office in southern Nevada; requires skill in facilitating committees, organizing educational programs and groups, identifying community resources, and coordinating program activities.

Curriculum Specialist: Doctorate Degree preferred; is responsible for curriculum review, development and organization of educational programs for faculty enhancement, working with faculty to identify needs and develop new course offerings in geriatrics and gerontology.

For more information, call 702-784-1689. Send CV and names of three references to: Lisa Rabinovich, Office Manager, Centric and Gerontology Center, SFB 100D/46, University of Nevada, Reno, Nevada 89557-0133. These positions will remain open until filled.

AA/EOR: UNR employs only U.S. citizens and aliens lawfully authorized to work in the U.S.

once and interest in visual psychophysics and animal conditioning. Experience with optics, computers, and handling of nonhuman primates. Salary commensurate with experience. Send letter of application, curriculum vitae, and three references to: Dr. David Robinson, Department of Psychology, University of Delaware, Newark, Delaware 19713. The position will be filled as soon as possible. Ohio Wesleyan is an Equal Opportunity, Affirmative Action Employer.

Recreational Sports Coordinator of Recreation Sports, Intramural Sports/Intramural

DEAN OF INSTRUCTION

THE COLLEGE: Piedmont Virginia Community College, a public two-year comprehensive community college, is a member of the Virginia Community College System. Located one mile from Charlottesville, Virginia, the college serves the city and six counties in central Virginia (population 150,000). Nearly 7,000 students are enrolled in credit programs each year, and other students participate in non-credit programs.

RESPONSIBILITIES: The Dean of Instruction is the chief academic officer of the college and reports directly to the president. As chief academic officer, the Dean is responsible for the leadership of all instructional programs; curriculum development and evaluation; faculty selection, development, and evaluation; instructional budget management; leadership of learning resources; and supervision of four academic divisions.

QUALIFICATIONS: The position requires an earned doctorate and six years of successful teaching and administrative experience. The candidate should demonstrate evidence of successful leadership in higher education administration. Additionally, the candidate should be committed to the mission of the community college and possess the ability to communicate effectively.

SALARY: The starting annual salary for this position is \$57,041 to \$63,334.

CONTRACT AND STARTING DATE: The position is a twelve-month administrative appointment with an anticipated starting date of January 1, 1993.

APPLICATION PROCEDURES: To be considered for the position, a letter of intent to apply must be received no later than September 11, 1992. The letter should state how the candidate meets the qualifications listed above. The letter should be addressed to:

Chair
Dean of Instruction Search Committee
Piedmont Virginia Community College
Route 6, Box 1
Charlottesville, Virginia 22902

In addition to the letter of intent, each candidate must submit by September 25, 1992 a completed Commonwealth of Virginia Application for Employment (DPT Form 10-012), a résumé, and the names, addresses, and telephone numbers of at least three professional references. A blank Commonwealth of Virginia Application for Employment form will be sent to any candidate upon request.

PIEDMONT VIRGINIA COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.



ST. MARY'S
COLLEGE
OF MARYLAND
FOUNDED 1840
150 YEARS

DEAN OF STUDENT AFFAIRS

St. Mary's College, a four-year Catholic liberal arts college for women with an enrollment of 1,700 located in Notre Dame, IN (90 miles east of Chicago), invites nominations and applications for the position of Dean of Student Affairs. Reporting directly to the President, the Dean is responsible for the administration and supervision of the Student Affairs Division and oversees the Student Affairs Office, Campus Ministry, and Recreational and Athletic Programs of the College. Other responsibilities include developing the philosophy and policies of the Student Affairs program according to the objectives and purposes of the College and developing a student environment conducive to the spiritual, personal, intellectual, and social growth of students. The Dean serves on various committees of the College, and has budgetary responsibilities for the Student Affairs Division. A doctorate in an appropriate field is desired as well as significant experience in progressively responsible positions in Student Affairs. Mary's reserves the right to grant preference to Catholic women for this position. Full consideration will be given to candidates who respond by September 30, 1992. Submit a résumé with references to:

Director of Personnel
St. Mary's College
Notre Dame, IN 46556

DEAN

COLLEGE OF WILLIAM AND MARY

Marshall-Wythe School of Law

The College of William and Mary invites applications and nominations for the position of Dean of the Marshall-Wythe School of Law.

Applicants should possess a strong academic background and have a commitment to excellence in professional education and research. Experience in legal education is not required. Applications from women and minorities are encouraged. The College of William and Mary is an Affirmative Action, Equal Opportunity Employer.

The position will be available July 1, 1993. The Search Committee will begin to review applications on October 15, 1992, although the search will continue until the position is filled. Applicants are encouraged to submit their letters of application by that date.

Please send all applications and nominations to Professor Linda A. Malone, Chair, Dean Search Committee, Marshall-Wythe School of Law, College of William and Mary, P. O. Box 8795, Williamsburg, VA 23187-8795.

Research, Assistant Faculty Manager.

Responsibilities for directing the organization and operation of the research program, including competitive Intramural Sports Program and personal involvement in research. The position is a full-time administrative position in the university system. Excellent benefits include health insurance, tuition waiver, and accrued annual leave. Application deadline: 28 August 1992. Contact: Send a letter of application, curriculum vitae, and names of three references to: Search Committee, c/o Becky Foster, Rec. & Intramural Sports Director, University of North Florida, Building 14/Room 643, 4367 St. John Blvd., St. Petersburg, Florida 33711-2222-6443.

consideration: Master's degree in preparation, physical education, or related field; teaching experience in physical education; experience in culturally diverse settings; MARS Recreation Sports Specialist Certificate; experience and skills in operating research; and ability to work with students. The position is a full-time administrative position in the university system. Excellent benefits include health insurance, tuition waiver, and accrued annual leave. Application deadline: 28 August 1992. Contact: Send a letter of application, curriculum vitae, and names of three references to: Search Committee, c/o Becky Foster, Rec. & Intramural Sports Director, University of North Florida, Building 14/Room 643, 4367 St. John Blvd., St. Petersburg, Florida 33711-2222-6443.

DEAN AND DIRECTOR OF THE OHIO STATE UNIVERSITY AT MARION

The Ohio State University invites nominations and applications for the position of Dean and Director of the Marion Campus.

As one of four regional campuses of The Ohio State University, Marion offers the first one to two years of instruction for most majors, a two-year Associate of Arts degree, some upper division courses, a baccalaureate degree in Elementary Education, and graduate courses in Education. It currently serves 1,000 commuter students with 30 full-time and 45 part-time faculty.

The Dean and Director is the academic leader and administrative head of the campus, has administrative responsibility for its personnel, program, facilities, and operating budget, and reports to the Senior Vice President for Academic Affairs and Provost of The Ohio State University. The Dean and Director manages an annual operating budget of approximately five million dollars.

Candidates for this position should have:

- an earned doctorate;
- demonstrated record of teaching and scholarship;
- excellent communication and interpersonal skills;
- demonstrated leadership, organizational and managerial skills, and a commitment to participatory governance;
- experience in developing and managing an institutional budget;
- experience in identifying and developing institutional priorities and strategic plans;
- a commitment to affirmative action for faculty, staff, and students.

Experience in student recruitment and fund raising is desirable.

The application should include a letter expressing interest and describing qualifications, a curriculum vitae, and the names, addresses, and telephone numbers of five referees. It should be sent to:

Dr. Brian W. McEnnis, Chair
Marion Campus Dean and Director Search Committee
The Ohio State University
1465 Mt. Vernon Avenue, Marion, Ohio 43302-5695
Phone 614-389-6786, ext. 6271

The Search Committee will begin screening candidates after September 15, 1992, but will continue to receive nominations and applications until the Dean and Director is selected.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and the disabled are encouraged to apply.

DEAN

SCHOOL OF ARCHITECTURE

(Search Extended)

The University of Detroit Mercy, which consolidates the traditions of the Jesuits and the Religious Sisters of Mercy, enrolls 7,500 full-time and part-time students. In addition to its McNichols and Outter Drive campuses, UDM has dental and law school campuses.

The School of Architecture is defined by its strong design orientation, extensive liberal arts sequence, integration of cooperative education, foreign study programs, and the ideological diversity of its faculty. The School's registered enrollment is currently 215 in a five-year, NAAB-accredited program.

The size and philosophy of the program call for a teaching dean who engages the spirit of the School. Candidates should be able to demonstrate a commitment to excellence in architecture and architectural education based in humane values. The dean reports to the Vice President of Academic Affairs and is a member of the University's Academic Leadership Council.

The position is available as soon as a candidate is selected. Applications and nominations will be accepted until the position is filled. Screening of applications begins on September 30, 1992.

Each application must include a letter that summarizes relevant professional experiences, a curriculum vitae and the names of at least four persons who are intimately familiar with the qualifications, experience and philosophy of the individual applicant.

Please send applications and nominations to University of Detroit Mercy, William J. Lowe, Chair, Dean of Architecture Search Committee, c/o Associate Provost's Office, Briggs, 127, 4001 W. McNichols Rd., P.O. Box 19900, Detroit, MI 48219-0900.

The University of Detroit Mercy particularly encourages applications from women & members of minority communities.

Religious Assistant Professor or higher. Full-time, containing beginning July 1, 1993. Teaching load of five courses per year might typically include (1) a two-semester sequence in Modern Religious Thought (2) another course exploring philosophical/theological themes or trends in M.R.T. (3) introduction to Religion course and (4) a

Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

DEAN OF THE COLLEGE OF LETTERS AND SCIENCE

University of Wisconsin-Madison

The University of Wisconsin-Madison, one of the most distinguished educational and research institutions in the nation, invites applications and nominations for the position of Dean of the College of Letters and Science. The College of Letters and Science is the largest academic unit within the University. The College consists of 45 academic and professional departments, a wide array of academic programs abroad, and interdisciplinary instructional and research centers. The College has approximately 900 faculty, 700 academic staff, 4,700 graduate students, and 17,400 undergraduate students. The total budget is \$150 million, of which \$117 million is for instruction and research. In 1991, the College received 464 federal awards totaling nearly \$48 million. The College has a long-standing commitment to excellence. Thirty-one departments and programs within the College of Letters and Science are ranked in the top ten nationally, and five departments and programs are ranked number one. Five Nobel Prizes have been awarded to College faculty and alumni, and 14 current faculty are members of the National Academy of Sciences.

The Dean of the College of Letters and Science serves as the chief academic and executive officer of the College with responsibility for staffing, budget, curriculum, student academic affairs, and space management. Primary qualifications for the position include a successful record of administrative management and leadership in higher education, academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of full professor in the University of Wisconsin-Madison faculty, a commitment to the diverse mission of a major public university, including undergraduate and graduate instruction, research, public service, and outreach, and the ability to relate to external constituencies.

The position is available January 1, 1993. Applications and nominations should be received by September 30, 1992, to ensure consideration. Submit applications and nominations to:

Professor Peter D. Spear, Chair
Search and Screen Committee
Dean of the College of Letters and Science
University of Wisconsin-Madison
134 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
Telephone: (608) 262-9337

The University of Wisconsin-System is an Equal Opportunity, Affirmative Action Employer.

DEAN OF VOCATIONAL/TECHNICAL EDUCATION

Spokane Community College is recruiting for a Dean of Vocational/Technical Education who will be responsible for all vocational/technical programs. The Dean will supervise some specific programs, supervise Carl Perkins activities, vocational faculty certification/recertification, program review/evaluation, and liaison with district, state, and national agencies. Must have a Master's degree in vocational area and/or education. Must meet state certification requirements. Salary: \$60,425 annualized. Anticipated date of employment: January 4, 1993. To apply, obtain Community Colleges of Spokane Application from Human Resources Office, 2000 N. Greene Street, Spokane, WA 99207; phone 509/533-7429. Application Deadline: October 1, 1992.



DEAN

Franklin College of Arts and Sciences University of Georgia

Nominations and applications are sought for the position of Dean, Franklin College of Arts and Sciences, University of Georgia, Athens, Georgia. The position will be available July 1, 1993.

The University has approximately 2,000 faculty and 28,500 graduate and undergraduate students of whom about 13,500 (including 1,800 graduate students) pursue degrees in the Franklin College of Arts and Sciences. With approximately 700 full-time faculty and a budget in excess of \$50,000,000, the College has 30 departments and offers an extensive array of degrees at the baccalaureate, master's and doctoral levels.

Candidates must meet the academic qualifications for appointment to the rank of Professor in one of the College's departments. The person selected should be able to stimulate a collegial, intellectual environment; work well with faculty, staff, and students; possess demonstrated leadership and administrative skills; and promote the interests of the College with its internal, alumni, and external constituencies.

All nominations and applications received by November 1 are assured of full consideration. Nominations and applications should be sent to Dean Ronald Ellington, School of Law, University of Georgia, Athens, GA 30602.

The University of Georgia is an Equal Opportunity, Affirmative Action Employer and encourages applications from women and minorities.

seminar. Require Ph.D. in hand or expected by July 1994. Send letter of application, curriculum vitae, and names of three references to: Robert L. McInnis, Chair, Department of Religion, University of Georgia, Athens, GA 30602. Applications will be accepted until the position is filled. Screening of applications begins on September 30, 1992. Late applications will be considered without qualifications. Very competitive with qualifications and experience. AA/EOR.

Research: See advertisement under International Development for "Information Resources Manager".

Research Administrators: The University of Tennessee invites applications for the position of Director, Research Administration. The Director of Research Administration provides major support to the Vice President for Research in the areas of proposal development, administrative support, and compliance with federal regulations. This is a full-time position. Salary: \$59,956-\$94,616. The University of Tennessee is an Equal Opportunity Employer. Americans with Disabilities Act Employer.

tion laboratory to answer questions about human cardiovascular disease. Technical

specimens for microbiological examinations; 2) develop new molecular biological methods for the diagnosis of certain diseases such as cancer and microbial infec-

THE UNIVERSITY OF MONTEVALLO



PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Montevallo invites nominations and applications for the position of Provost/Vice President for Academic Affairs. This vacancy is created by the appointment of the Provost to the University presidency. The anticipated date of appointment is January 1, 1993, but no later than June 1, 1993.

The Provost/Vice President for Academic Affairs is the chief academic officer of the University and is responsible for its administration in the absence of the President.

A candidate should have an earned doctorate in an academic discipline with appropriate experience in academic administration. A candidate should have had experience at the Dean's level or above in long range university planning, curriculum development, faculty administration, and university budgeting, with a distinguished record of academic leadership.

The University is a state assisted, predominantly undergraduate liberal arts institution with an enrollment of 3300 students in 75 program majors. Graduate study in selected fields is offered at the Master's and Educational Specialist levels. The University's academic program is housed in four colleges: Arts and Sciences, Business, Education, and Fine Arts. The University is located 32 miles south of Birmingham, Alabama's largest city, in the most rapidly developing area of the state.

Screening will begin September 1, 1992 and continue until a suitable applicant is found. Nominations, inquiries, and letters of application with resume and 3 letters of reference submitted by references should be submitted to:

Robert M. McChesney, President
Station 6001
University of Montevallo
Montevallo, Alabama 35115-6001

The University of Montevallo is an equal Opportunity Employer and encourages the nomination and candidacy of women and minorities.

VICE-PRESIDENT TRAINING AND RESEARCH

Vice-President, Training and Research for newly-formed institute promoting educational reform. Affiliated with well-established non-profit, private school. Plans for national expansion. Responsibilities include: develop and market professional training and research programs; grant-writing and public relations in partnership with Development Office; new program start-up including community outreach; supervise training and research staff. Must have 3-5 years' experience in professional training in education or human services. Strong research background including publications. Good grant writing skills and entrepreneurial ability. Ph.D. or MBA level preferred. Travel required. Send resume with complete salary history and requirements to: President, IRL, 1955 Fremont, South Pasadena, CA 91030.

Residence Life Assistant Director of Residence Life for Houston. Twelve-month, live-in, full-time position reporting to Director. Responsible for all aspects of supervision of one residence hall and occasional housing for all four halls. Candidate must have bachelor's degree, two years' residence life experience, and a strong interest in working closely with diverse student population. Computer experience preferred. Competitive salary, room and board, and benefits package. Send letter, resume, and three references to: Director of Residence Life, College of Mount Saint Vincent, Riverdale, New York 10471. Applications accepted until position is filled.

Residence Life Assistant Director of Residence Life for Houston. Twelve-month, live-in, full-time position reporting to Director. Responsible for all aspects of supervision of one residence hall and occasional housing for all four halls. Candidate must have bachelor's degree, two years' residence life experience, and a strong interest in working closely with diverse student population. Computer experience preferred. Competitive salary, room and board, and benefits package. Send letter, resume, and three references to: Director of Residence Life, College of Mount Saint Vincent, Riverdale, New York 10471. Applications accepted until position is filled.

THE FRANKLIN INSTITUTE

Executive Vice President of Finance

The Franklin Institute, located in Philadelphia, is one of the leading science and technology museums in the country. Its primary components are the Science Museum, the Mandell Family Center, and the Tuttleman Omniverse Theatre. Focusing on science education, these facilities have created a museum that helps people visualize the world of the future. The Institute has an annual operating budget in excess of \$15 million. Endowment and Plan Funds total approximately \$37 million. Nearly one million people visit the museum annually and the staff currently numbers 320.

The Executive Vice President of Finance will serve as Chief Financial Officer and Corporate Treasurer of the Institute with broad managerial responsibility for the financial operations and planning of the Institute. Departments reporting to the Executive Vice President will be responsible for the Institute's external financial, legal and insurance relations.

The successful candidate will be a proven leader who can grasp complex financial issues, set strategic direction, formulate and implement meaningful plans, and communicate effectively to a wide range of constituencies. Outstanding interpersonal and communication skills are required.

Interested/qualified individuals should submit a resume by August 31, 1992 to Dr. James C. Hess, Executive Vice President, The Diversified Search Companies, One Commerce Square, 2005 Market Street, Suite 3300, Philadelphia, PA 19103.

The Franklin Institute is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

Fort Hays State University

Assistant Vice President for Administration and Finance

Responsibilities: Reports to the Vice President for Administration and Finance and is responsible for financial reporting, personnel administration, purchasing, administration of grants and contracts, accounting and related business office operations, internal audit, and other duties as assigned by the Vice President.

Qualifications: Bachelor's degree with significant coursework in accounting, advanced degree and/or CPA is preferred; progressive administrative and fiscal experience, preferably in higher education. Strong written and oral communication skills and a demonstrated ability to effectively interact with a variety of groups.

The University's FHSU enrolls 5,600 students annually and maintains a current operating budget of \$37,000,000.

Salary: Competitive/comensurate with experience.

Closing Date: Review of applications begins Sept. 15 and will continue until the position is filled. The preferred starting date is February, 1993.

To Apply: Direct nominations or letters of application with a complete resume and the names, titles, addresses, and telephone numbers of five references to:

Mrs. Nina May, Coordinator, Search Committee for Assistant Vice President for Administration and Finance
600 Park Street
Hays, Kansas 67601-4099

FHSU is an AA/EO employer and encourages women, minorities, and persons with disabilities to apply.

Seattle University

ASSISTANT VICE PRESIDENT FOR UNIVERSITY RELATIONS/DIRECTOR OF DEVELOPMENT

Seattle University is an independent institution of higher education operated in the Jesuit tradition of liberal education.

This position reports to the Vice President and supervises a staff of fifteen. Coordinate and implement the annual comprehensive plan for fund development, including the annual fund, corporate, foundation, major gifts, and planned giving. Serve as primary campaign manager for a capital campaign. Plan and direct a successful program to attain goals in endowment, capital, annual fund, and enhancement segments of the campaign. Qualifications: Bachelor's degree. Five years' increasingly responsible experience in development. Experience in solicitation, planning and management required. Ability to manage the supervision of a large staff, budgets, and volunteer committees.

Salary commensurate with experience, plus medical, dental and educational benefits.

Send cover letter, resume, and three references to: Seattle University, Office of Human Resources, Position #9120-R, Broadway and Madison, Seattle, WA 98122-4460. Review of resumes will begin 9/1/92 and will continue until the position is filled.

Rural Affairs: The Illinois Institute for Rural Affairs, at Western Illinois University has a temporary position beginning September 1, 1992 and ending December 31, 1993. This position may become permanent, dependent on funding. The position involves organizing a series of local economic development training programs for rural policy-makers, using satellite technology as well as studying the effects of economic development activities in rural areas. The person also will initiate and manage a GIS system regarding data requests from local public officials. Research on demographic and

Vice-President for Development

CLEVELAND STATE UNIVERSITY

Cleveland, Ohio

Cleveland State University seeks nominations and applications for the position of Vice-President for Development. The University is a comprehensive urban university, located in the center of a metropolitan area of over two million people, with over 19,000 students and 60,000 alumni.

The Vice-President will have responsibility for the planning, organization, and administration of the University's fund-raising activities. Specific responsibilities include:

- serve as the chief fund-raising officer for the University and coordinate fund-raising activities of the University;
- provide executive leadership in planning, developing, and implementing the University's first capital campaign;
- supervise the continued growth of the University's annual campaign;
- serve as Executive Director of the CSU Foundation and maintain an on-going interactive relationship with the Foundation President, Chairman, and Directors;
- lead and participate in major gift solicitations as appropriate;
- supervise the University's development staff, and in conjunction with college deans, the college development officers.

Successful candidates will possess:

- demonstrated professional skills and proven administrative leadership abilities;
- high-level skills in interpersonal communication and in organization and team building;
- a proven record of developing programs for the cultivation of large donors and planned giving;
- seven to ten years of successful development experience;
- three years at management/supervisory level in the context of a major capital campaign.

Salary will be competitive and commensurate with qualifications. Screening of candidates will begin on August 19, 1992, and continue until the position is filled. Applications, credentials, and nominations should be submitted to Dr. David C. Sweet, Chair, V.P. for Development Search Committee, Cleveland State University, E. 24th & Euclid Ave., Cleveland, OH 44115. Equal Opportunity Employer, m/f/h.

CSU Cleveland State University

SEARCH EXTENDED

State University of New York College at Cortland

ASSOCIATE VICE PRESIDENT FOR INFORMATION RESOURCES

Library
Computer Center
Telecommunications
Learning Resource Center

Responsibilities: The Associate Vice President for Information Resources is a new position in the library and computer center. Some experience with telecommunications and computer technology also required. Doctorate highly desired; master's with commensurate experience acceptable. Successful administrative experience, including management of personnel and budget, strong oral and written communication skills, leadership in an academic environment, and experience in long-range planning are required. The new AVP must take seriously a leader's responsibility to affirmative action and diversity.

The College at Cortland has approximately 6,000 students, 900 employees, and an annual budget of \$28,000,000. A detailed position description will be mailed to applicants. Review of applications will commence in late September and on-campus interviews will be conducted in October. Applications will be accepted until the position is filled. Interested candidates should submit a letter describing their interest in the position and the relationship of their background to the position, a resume, and the names and telephone numbers of five references. References will not be contacted until the committee is working with a short list. Send application materials to:

Dr. Marilou B. Wright
Executive Assistant to the President
SUNY College at Cortland
Cortland, NY 13845

The College at Cortland is committed to the theory and practice of affirmative action.

Social Work Assistant/Associate Professor. The University of Maryland Baltimore County has an opening for a tenure-track position in the undergraduate social work program. The position is in the School of Social Work. Applicants must have a earned doctorate, a Master's in Social Work, and two years' post-master's teaching experience in social work education. Send letter of interest, resume, and three references to: Dr. Betty Voulakis, Department of Social Work, University of Maryland Baltimore County, Baltimore, Maryland 21228. This position will be available as early as January, 1993. Review of materials will begin immediately and continue until the position is filled but they must be received by October 15 for January consideration. UMB is an AA/EO.

Speech/Tenure-track Assistant Professor of Speech. The Department of Speech Education and Administration is currently seeking applicants for a tenure-track position at the Assistant or Associate Professor level. Duties include teaching undergraduate and graduate courses in speech, education, supervision of student teaching, supervision of undergraduates and masters students, student advancement, service, research, and other duties as assigned. Send letter of interest, resume, and three references to: Dr. William H. Miller, Director, Illinois Institute for Rural Affairs, Western Illinois University, 210 S. 1st St., Macomb, Illinois 61455. Applications accepted until position is filled. Review of resumes will begin 9/1/92 and will continue until the position is filled. Salary commensurate with experience, plus medical, dental and educational benefits.

Dallas County Community College District

PRESIDENT

Eastfield College Dallas, TX

Eastfield College, part of the seven-college Dallas County Community College District, is seeking a new president. Eastfield is a 254-acre, 10-building campus, with an enrollment of approximately 10,000 credit students and 9,000 continuing education students per semester. Staff includes 646 full-time and part-time faculty, 187 full-time professional support staff, and 27 administrators. This multicultural campus is located in Mesquite, an eastern suburb of Dallas.

The president is responsible for the overall operation of the college, which includes a comprehensive educational program, and for the development/administration of the annual college budget of \$17,000,000. This position reports directly to the chancellor. Candidates for this position must have the following minimum qualifications:

- Education/Experience: An earned doctorate from an accredited institution or a master's degree from an accredited institution, plus substantial leadership experience in an organization comparable to Eastfield Community College.
- Knowledge of and commitment to the mission of the community college.
- Three years of successful teaching experience as well as work experience outside the academic setting. Three years of management experience including the areas listed below:

- Instructional management
- Curriculum development
- Long-range planning and evaluation
- Selection, development, and evaluation of personnel
- Fiscal planning/budgetary accountability
- Leadership in an institution that reflects a multicultural population

Proven skills are sought in the following areas:

- Team building
- Participative leadership
- Advocacy for students
- Allocation/management of resources according to mission and realistic priorities
- Exceptional verbal/written communication skills
- Comfort with computers as a communication tool

Applicants must submit a completed DCCCD application, official transcripts, resume or curriculum vitae, and a letter specifically addressing each of the required minimum qualifications for the position in the order listed above. Information should be sent to Barbara K. Corvey, District Director of Personnel Services, Dallas County Community College District, 701 Elm St., Suite 600, Dallas, TX 75202-3299.

Nominations and applications will be accepted until the position is filled. However, the Search Committee will begin to review applications on September 15, 1992. Candidates cannot be guaranteed full consideration if materials are not received after that date.

Minorities and women are strongly encouraged to apply. DCCCD is an EOE/AAE Employer.

PRESIDENT

American Baptist College Nashville, Tennessee

A president is being sought for historically African American, Baptist affiliated, coeducational, Bible college.

Ideal candidate must be able to demonstrate experience or ability to expand enrollment, to strengthen academic programs, and to garner support from both the church and secular publics. In addition, candidate should be an accomplished speaker, demonstrated administrator, and of good character and integrity. Candidate must possess theological training and a master's degree, or its equivalent; an earned doctorate is preferred. Starting date January 1, 1993.

Send nominations and applications by September 1, 1992, to Chairman of Search and Selection Committee, American Baptist College, P.O. Box 24463, Nashville, Tennessee 37202-4463.

Adjunct Professor. Send a letter of application and three letters of reference to: Chair, Search Program, American Baptist College, Nashville, Tennessee. AA/EOE.

Student Activities Assistant Director. Student Activities and College Center, Position #9120-R. The University of Maryland Baltimore County has an opening for a tenure-track position in the School of Social Work. Applicants must have a earned doctorate, a Master's in Social Work, and two years' post-master's teaching experience in social work education. Send letter of interest, resume, and three references to: Dr. Betty Voulakis, Department of Social Work, University of Maryland Baltimore County, Baltimore, Maryland 21228. This position will be available as early as January, 1993. Review of materials will begin immediately and continue until the position is filled but they must be received by October 15 for January consideration. UMB is an AA/EOE.

Speech/Tenure-track Assistant Professor of Speech. The Department of Speech Education and Administration is currently seeking applicants for a tenure-track position at the Assistant or Associate Professor level. Duties include teaching undergraduate and graduate courses in speech, education, supervision of student teaching, supervision of undergraduates and masters students, student advancement, service, research, and other duties as assigned. Send letter of interest, resume, and three references to: Dr. William H. Miller, Director, Illinois Institute for Rural Affairs, Western Illinois University, 210 S. 1st St., Macomb, Illinois 61455. Applications accepted until position is filled. Review of resumes will begin 9/1/92 and will continue until the position is filled. Salary commensurate with experience, plus medical, dental and educational benefits.

DIRECTOR FINANCIAL AID

Illinois Institute of Technology, located three miles south of Chicago's Loop, is seeking a talented, committed and experienced individual to direct our Student Financial Center, including administration of grants, loans and student employment. The successful candidate should have significant financial aid experience in a university setting. Must be familiar with federal and state financial aid programs and have knowledge of PC and mainframe systems, FAMS, DBase III and IV preferred. Supervisory experience required. Strong student service orientation a must. Some undergraduate admissions experience desirable.

If you want to play a critical role in a dynamic urban university, send resume to: Office of Human Resources, Illinois Institute of Technology, 3300 South Federal, Chicago, IL 60618. Illinois Institute of Technology is an equal opportunity, affirmative action employer, M/F/H/V.



Senior Vice President for Academic Affairs and Provost

The Ohio State University invites nominations and applications for the position of Senior Vice President for Academic Affairs and Provost. As the chief academic officer of the university, the Provost reports directly to the President and has primary responsibility for instructional and faculty affairs.

Candidates must have a doctoral degree (or the equivalent) and a record in teaching, research and service that would qualify them for a tenured appointment at the rank of Professor in one of the academic units of the university. They also must have a demonstrated commitment to promoting excellence in teaching, research and service and to achieving ethnic, gender and cultural diversity.

The university seeks candidates who will provide effective leadership for a diverse faculty, staff and student body within the consultative tradition of academic governance. Experience as an academic administrator is preferred. Relevant non-academic administrative experience also may be considered.

Nominations and applications should be submitted to: Paul Allen Beck, Chair, Provost's Search Committee, 210 Bricker Hall, 190 North Oval Mall, OSU, Columbus, OH 43210.

Applications must include a letter of interest, a curriculum vitae and the names and addresses of at least three references. To ensure full consideration, applications and nominations must be received by September 1, 1992.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

PROVOST

COLLEGE OF LETTERS AND SCIENCE

University of California, Los Angeles

UCLA invites nominations and applications for the position of Provost of the College of Letters and Science. The Provost is responsible for the overall academic administration of the college, which includes the Divisions of Humanities, Life Sciences, Physical Sciences, and Social Sciences; the Honors Division; certain research units and interdisciplinary programs; and the campus's undergraduate academic support programs. With 988 faculty, 20,915 undergraduates, and 3,228 graduate students, the College is UCLA's largest academic unit.

Reporting to the Senior Vice Chancellor, the Provost supervises the college budget, resource allocation to the College's Deans, faculty review and development, as well as development of College programs. Applicants should have administrative and teaching experience, preferably in a research university, and academic qualifications appropriate to the rank of full professor in the College. Familiarity with the University of California is desirable, but not essential. Salary will be commensurate with background and experience.

Please send nominations or letters of application and curriculum vitae by September 30, 1992 to:

Provost Search Committee
c/o Ms. Connie Chittick, Office of the Chancellor
University of California
Los Angeles, California 90024

UCLA is an Equal Opportunity, Affirmative Action Employer

time, twelve-month position available October 1, 1992. Responsibilities: Functions as university liaison for non-traditional students; provide information and referral to students; coordinate and supervise student organizations and budget administration. A bachelor's degree is preferred. The ideal candidate will have a minimum of three years' experience in student affairs with student organizations at the college level. Duties: arts, computer capability, and direct life experience is helpful. Salary range: \$20,000-\$34,700, based on experience and education. Send letter of interest and resume along with 3 references to: Dean of Student Life, Grand Valley State University, Allendale, Michigan 49401. Review of resumes will begin August 21, 1992. EOE/AAE.

Student Services: Position at Miami, Florida, for medical school. Send resume to: Medical Education Information Office, 501, 901 Ponce de Leon Boulevard, #201, Coral Gables, Florida 33134.

Student Services: Non-Traditional Student Coordinator, Eastern Washington University is accepting applications for this full-

St. Joseph Institute for the Deaf

PRESIDENT OF THE INSTITUTE

St. Joseph Institute for the Deaf is seeking a dynamic, inspired leader with proven abilities in fund raising, public relations, and staff development to assume the challenging role of President of the Institute. While this position is externally focused, it is also accountable for internal results.

Primary responsibilities include: creation and implementation of a development plan involving the annual fund drive, special events, corporate gifts, direct mail appeals and planned giving programs. Effective use of progressive management practices to facilitate staff growth and guide the Institute toward beginning the "Best in the Business." Participation in the construction and execution of a strategic business plan. Success in this position requires: an advanced degree in business, education or equivalent experience; significant responsibilities and accomplishment in a non-profit management capacity with minimum budget responsibility of \$500,000. Proven track record in all phases of development including a working knowledge of foundations and grant writing. Personal ability to access decision makers and community leaders is essential. Effective communication and interpersonal skills are a must. Familiarity with hearing impairment is a plus. Sensitivity to handicapped persons is a requirement.

If you are a high achiever looking to make a valued contribution, we may have the opportunity that holds the rewards you are seeking. Please send resume with salary history in confidence to:

Managing Partners, Inc.
961 Gardenview Office Parkway
St. Louis, Missouri 63141
An equal opportunity employer M/F/V/H

Vice President For Patient Care And Physician-In-Chief

The University of Texas M. D. Anderson Cancer Center in Houston, Texas, is currently recruiting to fill an opening for Vice President for Patient Care and Physician-In-Chief.

Qualified applicants must be board-certified in a medical discipline related to oncology and must have demonstrated leadership in oncology research and clinical care. Previous administrative experience in academic medicine is preferred.

Interested applicants should send a letter of application and curriculum vitae to: Charles B. McCall, M.D., Vice President for Patient Affairs, Chairman, Search Committee, Box 111, UNIVERSITY OF TEXAS M. D. ANDERSON CANCER CENTER, 1515 Holcombe Blvd., Houston, Texas 77030. Equal opportunity/affirmative action employer. Smoke-free environment.



ASSISTANT VICE PRESIDENT STUDENT LOAN OPERATIONS

A premier student loan organization is seeking an aggressive individual to interpret applicable Federal and State legislation and regulations concerning the Guaranteed Student Loan Program, and to direct loan guaranty operations including application processing, confirmation and reconciliation processes. The successful candidate will have an appropriate four-year degree with a minimum of five years' experience with Guaranteed Student Loans.

We offer a competitive salary and excellent fringe benefits including paid health, life, dental and vision insurance, and a modern challenging work environment. For immediate, confidential consideration, send your resume and salary history to The Chronicle of Higher Education, Box 46-101.

EOE M/F/H/V

Washington, New Jersey 07082. Warren County Community College is an EOE/AAE employer.

Theater: Scholar/Historian. Tenure-track appointment, junior or senior rank. Responsibilities include teaching theatre history, theory, and literature; directing student productions; and possible assignments in playwrighting or as one of four faculty directors of department theatre. Potential responsibility for the Head Drama course coordinated with Comparative Literature. Conference in new theatre and playwrighting or directing. Qualifications: Ph.D. or equivalent; significant scholarly publication; substantial record of teaching and playwrighting or directing. Appointment available as early as September 1992. Send letter of interest and resume to: Department of Drama, Dartmouth College, 6204 Houghton Center, Hanover, New Hampshire 03755-3559. Review of applications to commence September 22, 1992. Dartmouth College is an AA/EOE. Women and minorities are encouraged to apply.

Student Services: Position at Miami, Florida, for medical school. Send resume to: Medical Education Information Office, 501, 901 Ponce de Leon Boulevard, #201, Coral Gables, Florida 33134.

Student Services: Non-Traditional Student Coordinator, Eastern Washington University is accepting applications for this full-

Have a question about your subscription?

For fastest service, please write, don't phone.



To serve our readers most effectively, we have contracted with an independent, computer-based company whose only business is the handling of subscriptions. Their staff members' expertise is dedicated to serving our readers quickly and efficiently.

They can do this best if you'll write them directly—enclosing a copy of your address label, if you have one. Or use this coupon to let them know how they can serve you.

Please check the appropriate box(es) below:

- ☐ Change a delivery address
☐ Report a subscription problem
☐ Enter a new subscription (49 issues—one year)
☐ Renew a subscription (49 issues—one year)

- ☐ \$67.50, payment enclosed
☐ Bill me
☐ Charge VISA # _____
☐ Charge MasterCard # _____
☐ Charge American Express # _____

Signature _____ Expiration date _____

ATTACH LABEL HERE
(if you're already a subscriber)

Name _____
 Institution _____
 Street address or box number _____
 City _____ State _____ Zip _____

Mail to:
 Subscription Department
 The Chronicle of Higher Education
 P.O. Box 1955
 Marion, Ohio 43305

Please allow four weeks for your order or adjustment to be processed.

DBB91

PRESIDENT

Plymouth State College of the University System of New Hampshire

The Search Committee invites nominations and applications for the position of President, for appointment preferably in April 1993.

Plymouth State College is a separately located campus of the University System of New Hampshire. The College is situated in Plymouth, New Hampshire (population 6,000) in the central White Mountain region of the State.

Plymouth's total enrollment of 4,300 includes graduate and undergraduate students in Liberal Arts, Business, and Education programs, and offers associate, baccalaureate, and master's degrees. The College is governed by a 25-member Board of Trustees with a Chancellor responsible for coordination of policies and programs among the five major units of the University System.

The President is the chief executive officer of the College, and a member of the University System Board of Trustees. In cooperation with the Chancellor and under policies established by the Trustees, he/she is responsible for the general administration and management of all aspects of the instructional, research, and service programs of the institution.

Candidates should be established members of the higher education community, with an earned doctorate, collegiate teaching and administrative experience. Special consideration will be given to interpersonal and communications accomplishments.

The successful candidate will provide the College with stimulating intellectual leadership and a broad appreciation of the educational and public service missions of the state colleges. PSC is an AA/EEO employer and actively seeks women and minority candidates.

Applications with credentials and references must be received no later than October 15, 1992. Candidates should be addressed to:
 John P. Clark, Executive Secretary
 Presidential Search Committee
 Plymouth State College
 Plymouth, NH 03264

The University System of New Hampshire is an Affirmative Action, Equal Opportunity Employer.

Augustana College

Sioux Falls, South Dakota

Augustana College invites nominations and applications for the Office of President of the College.

Augustana College is a four-year residential liberal arts institution affiliated with the Evangelical Lutheran Church in America. It seeks to carry out a program of education in the liberal and applied arts within a Christian context.

The Board of Regents is responsible for the selection of the President and is seeking a person of academic experience with a sense of commitment to the academic and religious purpose of the college. The President is expected to be a person of integrity, of dedication to a high quality educational program and with a gift for academic leadership. Experience in classroom teaching and academic management is desired including skills in interpersonal relationships and organizational leadership. The President is expected to be a participant in community life. An earned doctorate is preferred.

All nominations should be in the hands of the Search Committee prior to October 16, 1992.

Nominations, applications and inquiries should be directed to:

The Presidential Search Committee
 Mr. Russell Greenfield, Co-Chairman
 Augustana College
 29th & S. Summit Avenue
 Sioux Falls, SD 57107

Augustana College is an equal opportunity employer.

EXECUTIVE DIRECTOR

Albany-based not-for-profit.

State membership association is seeking experienced CEO or equivalent with demonstrated development, program management, fiscal, and public relations skills. Exceptional communication skills are required, along with experience working with government and agency people. Knowledge of Alternative Dispute Resolution is important. Qualified applicants must have a minimum of a 4 yr. degree, advanced degree is preferred. Salary range is \$38,000-\$40,000 plus fringe benefits. Send resume and references by August 12, 1992 to:

Kyle E. Blanchfield, J.D.

NYS Association of Community Dispute Resolution Centers Inc.
 P.O. Box 194
 Clayton, New York 13624

The New York State Association of Community Dispute Resolution Centers Inc. is an Equal Opportunity Employer.

These One-year, full-time assistant professor positions are available in the Department of English. The successful candidate will be responsible for teaching two courses and direct one production. Successful candidates will have strong writing and communication skills. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English.

These One-year, full-time assistant professor positions are available in the Department of English. The successful candidate will be responsible for teaching two courses and direct one production. Successful candidates will have strong writing and communication skills. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English.

PRESIDENTS

St. Louis Community College

St. Louis Community College at Forest Park and St. Louis Community College at Meramec (Two Openings Available)

The Board of Trustees and the Chancellor of St. Louis Community College invite nominations and applications for the position of President of St. Louis Community College at Forest Park and President of St. Louis Community College at Meramec.

St. Louis Community College is a public multi-campus two-year institution consisting of three campuses, three education centers, and a central administration office. The district includes the city of St. Louis, St. Louis County, and a small portion of two adjoining counties with an approximate population of 1.5 million. Approximately 33,000 students per semester are enrolled in more than 100 college transfer, career, continuing education, and customized training programs. The district has an annual budget of approximately \$80 million, employs approximately 1,330 full-time faculty and staff, 1,400 part-time faculty and 700 part-time staff. St. Louis Community College is a member of the League for Innovation in the Community College.

The Forest Park campus, located in the City of St. Louis, serves approximately 7,500 students per semester and employs approximately 375 full-time faculty and staff and over 900 part-time staff. The Meramec campus, located in St. Louis County, serves approximately 14,800 students per semester and employs approximately 428 full-time faculty and staff and over 1,300 part-time faculty and staff. The President of each campus is the chief executive officer and academic leader of the campus and reports directly to the Chancellor.

Position Profile:

Any combination of education, training, and experience that provides the required knowledge and degree from an accredited institution, a doctorate degree is preferred. Seven (7) years of full-time experience including five (5) years of progressively responsible higher education administrative experience in curriculum development and administration of educational programs, with particular knowledge and experience in the areas of traditional and non-traditional education, academic affairs, student services and educational innovation. Four years of college level teaching experience desired.

- Evidence of successful leadership in instruction, program development and student services.
- Exhibit a devotion to excellence in research and teaching.
- Understanding of and commitment to the philosophy and mission of the comprehensive community college.
- Understanding of and experience with strategic planning, financial management and proven ability to work with schools and colleges, business and industry, governmental agencies and community groups.
- A demonstrated capacity for creative and resourceful management and leadership.
- Superior communication, critical thinking, and team building skills.
- Sensitivity to the needs of a diverse campus community.
- Demonstrated skills in fiscal planning.
- Experience in employee contract administration.
- Demonstrated commitment to student concerns.
- Sensitivity to multicultural issues and demonstrated evidence of support for cultural diversity and affirmative action, equal educational opportunity programs.

Interested persons meeting the requirements of the position profile should send letters of application, including curriculum vitae plus three (3) letters of reference to Doris D. Edridge, Associate Vice Chancellor for Human Resources, 300 South Broadway, St. Louis, Missouri 63102. Application deadline is September 18, 1992. Starting date is January 4, 1993.

St. Louis Community College, an equal opportunity employer, encourages the candidacies of minorities and women.

College of The Albemarle President

The Board of Trustees of College of The Albemarle invites nominations and applications for the position of President of the college.

Chartered in 1960, College of The Albemarle was the first community college in the North Carolina Community College System. It is a public two-year comprehensive institution providing adult in the seven-county area with a variety of educational, training, and research opportunities. The college is located on a 40-acre tract on U.S. Highway 17 north of Elizabeth City, N.C. Additional facilities are located at the Dare County Campus in Manteo, N.C., and in Edenton, N.C. Specialized training programs, library education, and adult interest courses are available at locations throughout the service area in rural northeastern North Carolina. The college employs 123 full-time faculty which serves approximately 1,700 students in 47 college transfer, technical, and vocational programs.

It is preferred that the successful candidate possess an earned doctorate with corresponding experience in higher education. Candidates should reveal similar level administrative experience, proven ability to work with faculty and staff, local government, business, industry, community groups and political leaders; superior communications skills; a commitment to shared academic governance; experience in long-range and strategic planning including financial planning, budget administration, and facility needs; and an understanding of and commitment to the philosophy of the comprehensive community college.

Nominations and applications will continue to be received until the position is filled. As the search committee will begin reviewing complete files immediately, submissions are encouraged prior to August 31, 1992. To obtain an application packet, please call (919) 335-0621, ext. 262. Resumes for consideration may be directed to The Presidential Search Committee, P.O. Box 772, Elizabeth City, N.C. 27901-0772.

College of The Albemarle is an
Equal Opportunity/Affirmative Action Employer

Interested in a visiting faculty member who on a temporary basis, or work with part-time faculty and staff, but will require a minimum of three years of experience in the field of higher education. Send resume and references to: Dr. Robert L. Smith, Director of Faculty Development, College of The Albemarle, P.O. Box 772, Elizabeth City, N.C. 27901-0772.

Savannah State College



Savannah, Georgia PRESIDENT

The Board of Regents of the University System of Georgia and the Presidential Search and Screen Committee of Savannah State College invite nominations and applications for the position of President. The president will be the chief executive officer and will be responsible for the successful management of all facets of the college. The president will assume office on April 1, 1993 or as soon as possible thereafter.

Established in 1828, Savannah State College is a historically Black, senior college of the University System of Georgia and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Savannah State is a historical institution with one of the buildings listed on the National Historical Register. Today, the college serves a diverse student population of nearly 3,000 individuals through the 150 faculty. Savannah State offers baccalaureate degrees in 24 majors through the Schools of Business, Humanities and Social Science, and Science and Technology. The college also offers graduate programs in several disciplines in affiliation with Georgia Southern University, a regional university in the University System of Georgia.

The 100-acre campus is located in the beautiful Coastal Empire of Georgia, the site of the 1996 Olympic Yachting Events. The campus is comprised of forty buildings among which are located five oak adjacent to pristine salt marshes and tidal creeks of the Atlantic Ocean.

Among the qualifications and abilities desired in the person chosen as President are:
 • Broad doctrine or appropriate tutorial degree and evidence of scholarly achievement.
 • Teaching and administrative experience at the college or university level; equivalent experience considered.

• Evidence of successful operational administrative skills in financial management, language planning, resource development and assessment of educational programs and community needs.
 • Demonstrated leadership abilities and clear vision of the direction of higher education in the 21st century.

• Ability to represent the institution and communicate effectively with constituents.
 • Intellectual, emotional, and ethical qualities which command respect.

Nominations are encouraged and should include current titles and addresses of non-nominees. Nominations should be postmarked no later than September 30, 1992. Applications consisting of a resume with names, addresses and telephone numbers of five professional references should be postmarked no later than October 30, 1992. Letters of nomination and application should be mailed to:

Dr. Allen Zow, Jr., Chair
 Presidential Search and Screen Committee
 Post Office Box 20775
 Savannah, Georgia 31404

An Equal Opportunity, Affirmative Action Employer

PRESIDENT KNOX COLLEGE

Knox College is a private, four-year, independent, co-educational, residential liberal arts college with approximately 1,000 students and 80 full-time faculty members. Knox, founded in 1837, is located in Galesburg, Illinois, equidistant from Chicago and St. Louis.

The President reports to a self-perpetuating Board of Trustees. The President is the chief executive officer of the college and has full administrative authority, subject only to the approval and direction of the Board. Candidates for the presidency of Knox should anticipate devoting substantial time to fundraising.

The College will give preference to candidates with the following qualifications: academic distinction, prior successful experience in administration, effectiveness at and enthusiasm for fundraising, an appreciation for the special distinct characteristics of the private liberal arts college, and a commitment to diversity.

Applications and nominations should be mailed to:

Presidential Search Committee
 Knox College
 Galesburg, IL 61401
 309/343-0112

For full consideration, applications and nominations should be received by September 30, 1992.

Knox College is an Equal Opportunity Employer

Notes: Closing date: Open until filled. Salary: \$50,000-\$60,000. Starting date: August 1, 1993. Send three (3) current letters of reference and resume to Mr. Arthur H. Inland, Employment Manager, Albemarle State University, Montgomery, Alabama 36101.

These One-year, full-time assistant professor positions are available in the Department of English. The successful candidate will be responsible for teaching two courses and direct one production. Successful candidates will have strong writing and communication skills. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English.

These One-year, full-time assistant professor positions are available in the Department of English. The successful candidate will be responsible for teaching two courses and direct one production. Successful candidates will have strong writing and communication skills. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English.

These One-year, full-time assistant professor positions are available in the Department of English. The successful candidate will be responsible for teaching two courses and direct one production. Successful candidates will have strong writing and communication skills. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English.

These One-year, full-time assistant professor positions are available in the Department of English. The successful candidate will be responsible for teaching two courses and direct one production. Successful candidates will have strong writing and communication skills. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English. They will be expected to work with the department in developing and maintaining a high quality program in English.

EXECUTIVE DIRECTOR

THE CORPORATION FOR RESEARCH AND EDUCATIONAL NETWORKING

The not-for-profit Corporation for Research and Educational Networking, "CREN", was formed in 1989 through the merger of BITNET and CSNET, and provides simple to use, low cost network capabilities to education. With cooperating networks abroad, CREN forms a logical network linking millions of students, faculty, and staff at 1500 institutions in 47 countries. Rapid growth in the domestic K-12 community is being pursued. The Network Operations Center is currently located in Washington, D.C.

Due to growth, CREN needs a full time Executive Director, who will be the chief operating officer, and will report to the Board. The Executive Director will have marketing experience, be broadly familiar with networking, be energetic and entrepreneurial, and demonstrate leadership.

SPECIFIC RESPONSIBILITIES

- Develop and implement strategic and business plans for CREN
- Represent CREN in national and international networking forums
- Broaden the membership base, manage member relations
- Help promulgate standards and policies beneficial to education
- Expand and strengthen CREN support services
- Increase and moderate CREN technical offerings and products
- Appraise joint offerings of technologies and services developed by others, including the IETF, vendors, campuses, and CREN members

Those interested should reply promptly to:

MICHAEL LUSKIN
 BEAVER HILL SOUTH 400
 100 WEST AVENUE
 JENKINTOWN, PA 19046

PERALTA COMMUNITY COLLEGE DISTRICT

College President

Merritt College Oakland, California

\$73,583-\$84,975 Per Year
 Starting Date: January 4, 1993

PCCD invites applications for the position of College President. Merritt College operates on a "semester" system with an enrollment over 6,000 students each term.

Possess a Master's degree and one year of formal training. Internship, or leadership experience reasonably related to the administrative assignment of President. Ph.D. is desirable.

Apply by September 18, 1992. Later applications may be considered until a candidate is selected. Obtain an application and job description from the District Personnel Office, 335 East 8th Street, Oakland, CA 94608 or call (510) 465-7297. AA/EEO.

Classified Advertising Insertion Order

☐ Display Classified

☐ Regular Classified

Column(s) x _____ inches or Alphabetical Listing _____

Date(s) of insertion _____

Alternate insertion date(s) _____

☐ Payment enclosed

☐ Bill to address below:

☐ Assign box number _____

Name _____

Title _____

Institution or company _____

Street Address or P.O. Box # _____

City _____

State _____

Zip Code _____

Purchase Order No. _____

Attach ad copy and any required billing forms

Special Instructions: _____

Please send to:

The Chronicle of Higher Education
 Bulletin Board
 1255 Twenty-Third Street, N.W., Suite 700
 Washington, D.C. 20037

End Paper

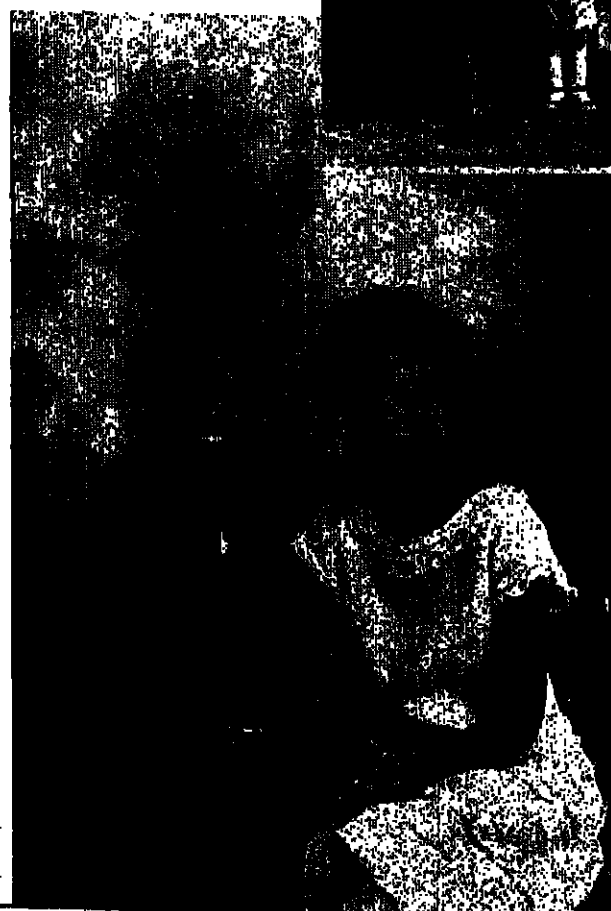
Formal Portraits of Life in Small-Town America

PEOPLE HAVE ALWAYS DOCUMENTED the turning points of their lives: births, christenings, first communions, graduations, weddings, deaths. For much of the twentieth century, this documentation frequently included a trip to the local professional photographer for a formal portrait. These events in the lives of the residents of Granger, Texas, were recorded by Jno. P. Trlica, the community's only full-time photographer from 1924 to 1955.

Granger, a small rural community in the rich blackland terrain of the state's central region, is both typical of small Texas towns and unique in its specific story. In the first half of the twentieth century, and especially the 1920s and 1930s, small Texas towns experienced severe economic changes and cultural conflicts. Problems experienced by agricultural communities relying upon the sole crop of "King Cotton" as well as the transition from an economy based on the railroad to one based on the automobile are two chapters told most poignantly in the story of Granger. In addition, all the major cultural groups of Texas—Southern Anglos, blacks, Hispanics, and communities made up of European immigrants—existed in close proximity in Granger and experienced all of the intercultural tensions that peaked in the 1920s. The resulting segregation between the major racial, ethnic, and religious groups in the town was another typical experience of the Texas small town.

What makes Granger's story unique, however, is its large Czech community and the fact that Jno. P. Trlica, the community's sole full-time photographer, as a first generation Czech Texan, was part of a marginal subgroup himself and therefore had access to all the subgroups of Granger. Trlica recorded the business and social activities of the town of Granger, and he was especially devoted to his own culture, the Czech society in Texas, intentionally documenting its groups and social events. In addition, he quite unobtrusively and steadfastly resisted the pressures of racism by opening his portrait business to all segments of society. While other businesses in Granger were segregated, refusing to serve blacks and Hispanics, the Jno. P. Trlica Studio may have been one of the few places in the town where all cultures crossed paths. His portraits remain today as a reminder, not just of the privileged classes, but of all the people of Granger and the surrounding countryside, as well as of a time in photography's past when the posed studio portrait was a significant part of life in small-town America.

The text above is by Barbara McCandless, assistant curator of photographs at the Amon Carter Museum, Fort Worth. It is excerpted from *Equal Before The Lens: Jno. P. Trlica's Photographs of Granger, Texas*, published by Texas A&M University Press. Copyright © 1992 by Barbara McCandless.



Government & Politics

Governors' Panel Urges 2-Year Colleges to Strengthen Job-Training Programs

By KIT LIVELY

PRINCETON, N.J.

A committee of governors last week called on community colleges and technical schools to take a more active role in helping adults improve their job skills throughout their careers.

The call came in a report issued here at the annual meeting of the National Governors' Association. In addition to calling for change, the report cited college programs that it said were good models for what other states should set up.

For example, the governors praised a program in Kentucky that guarantees to employers that graduates of technical and allied-health programs are competent in certain skills. And they pointed to the Iowa's community-college system's work with the state Department of Economic Development to provide customized training for companies.

Governors said such programs were needed to help the nation's economy.

"Eighty per cent of the jobs that are going to be created over the course of the next 10 years are going to require some technical training, and one-third of them haven't been thought of yet," said Wisconsin Gov. Tommy G. Thompson, a Republican who led the committee that wrote the report. "You also realize that our adult workers are going to change jobs five to seven times in their adult lives."

The report was one of three produced by committees of governors working on aspects of the national education goals they developed in 1990 with President Bush.

The committee that wrote the report included 11 governors and five corporate executives. The report said that good programs to promote job skills stressed quality education for students of all abilities.

For example, a Wisconsin program will administer "gateway" tests to help 10th graders decide whether to enroll in college-preparatory programs, technical preparation, or youth apprenticeships for their last two years of high school. The tests must be in place by the 1995-96 school year.

Indiana offers a compact to low-income eighth-graders: If they stay in high school, stay off drugs, get good grades, and apply for financial aid, they can receive a full ride for four years at a state-supported college.

Links in a Lifelong Chain

The governors were mainly concerned with improving the outlook for students who don't plan to attend college, although they also discussed the needs of adults seeking to make up basic skills they missed in high school or train for better jobs.

The governors also devoted some attention to four-year colleges as links in the lifelong education chain.

They talked about providing a "seamless" education continuum that would encourage more students to enter postsecondary education by giving them the skills to succeed at that level and by coordinating requirements so they can transfer easily from technical programs to community colleges to four-year institutions.

"This whole thing needs to be flexible, with bridges that cross instead of having dead-end streets for some of our population when we have a superhighway for others," said South Carolina Gov. Carroll A. Campbell, Jr. "You have got to build the cross streets and build the opportunities."

The governors' report sharply criticized the current assemblage of postsecondary

education and training programs as "vast, but fragmented," saying it "provides services of erratic quality" while often "not meeting the needs of the economy, employers or individuals."

'People Are Befuddled'

Correcting those problems, the report said, means persuading programs to teach what businesses and students want and making it easy for students and employers to understand what programs offer.

"A lot of people are befuddled by the system now. They don't know what's available," said Gov. William F. Weld of Massachusetts, a committee member.

The report made some broad recommendations for dealing with those problems, suggesting that states and local governments consolidate policies for work-force-training programs, that they make programs more accountable, and that they try some more-innovative approaches.

Governor Thompson said he gives vocational colleges budgetary priority because they serve such an important need for the state.

The report, "Enhancing Skills for a Competitive World," is available for \$18.95 from NGA Publications, P.O. Box 421, Annapolis Junction, Md. 20701. ■



Wisconsin Gov. Tommy G. Thompson: "Eighty per cent of the jobs that are going to be created over the next 10 years are going to require some technical training."

Senate Gives the Supercollider's Backers a Big Win With Vote to Provide \$550-Million in Fiscal 1993

By STEPHEN BURD and KIM A. McDONALD

WASHINGTON

The Senate last week gave supporters of the Superconducting Supercollider a big win by voting to continue support for the controversial particle accelerator.

Following a month of intense lobbying by President Bush, some scientists, and contractors involved in the project, the Senate voted 62 to 32 to reject a proposal to end support for the SSC. Instead, the Senate voted to provide \$550-million for the project in the 1993 appropriation for the Energy Department.

In June, the House of Representatives voted to kill the supercollider, which the Administration estimates would cost \$8.25-billion to complete but which critics charge would be much more expensive.

Supercollider opponents said last week that the money allotted for the project could be better spent on reducing the federal deficit and on supporting social programs and other scientific enterprises with more promise of practical applications.

Sen. Richard H. Bryan, a Nevada Democrat, said, "The SSC, if it is not stopped now, will eat up dollars for scientific-research projects and leave few, if any, dollars for less costly but more effective science projects that take place in our laboratories and in our universities throughout the country."

Critics Say Claims Are Exaggerated

Critics also accused the project's backers of exaggerating potential scientific spinoffs. Sen. Dale L. Bumpers, an Arkansas Democrat and the sponsor of the proposal to kill the supercollider, joked that the SSC "is reputed to be a cure for cancer, the common cold, sties, corns, athlete's foot, you name it."

Mr. Bumpers said he had expected his proposal to fail because the Department of

Energy had contracts with companies in 48 states to contribute to the supercollider, making it difficult for Senators to oppose the project without being accused of putting people out of work. The department, he said, had "learned what the Pentagon has known for 50 years and what NASA is beginning to perfect, and that is, if you want money, contract it in 50 states."

Supercollider supporters argued that the detractors were being short-sighted and that by defeating the project, the Senate would be surrendering American leadership in physics to the Japanese and Europeans.

Sen. Larry E. Craig, an Idaho Republican, said, "If this country can only fund its day-to-day operations, its day-to-day concerns, and it cannot look forward into the future, whether it is a humanitarian future or a scientific future, if we do not have the wisdom to invest for tomorrow, we will not be able to provide tomorrow the kinds of jobs and a dynamic economy that spell a successful nation."

Obtaining Fundamental Knowledge

The supporters also said that the scientific advances the project offers were well worth the cost. Sen. J. Bennett Johnston, a Louisiana Democrat and chairman of the appropriations subcommittee responsible for the supercollider's budget, said the supercollider was meant to unlock "the most fundamental mystery of the cosmos, what we are made of, and how these parts and forces fit together."

He added that obtaining that fundamental knowledge "has to be worth six-tenths of one per cent of the R&D budget. It has to be worth 43 one-thousandths of this year's [total federal] budget."

After Mr. Bumpers' proposal failed, he offered a second one that would have killed the supercollider in a year if the President was unable to guarantee to Congress

that the project would receive at least \$650-million a year in contributions from foreign sources. The Senate voted to table the amendment.

The votes were not along partisan lines. While 24 Democrats voted to kill the project, 30 others chose to continue it. In addition, Bill Clinton, the Democratic Presidential nominee, supports the SSC.

Last week's votes put the fate of the project in a House-Senate conference committee, which will resolve differences in the two houses' bills. The conference is not expected until September.

Project Expected to Survive

Some Congressional aides say they expect the supercollider to survive that conference, since most of the conferees will be members of the House and Senate Appropriations subcommittees with jurisdiction over energy-research programs—the two panels that have been most supportive of the project.

If the conferees do vote to continue the supercollider, the key question will be whether the committee will provide enough money to keep the project on schedule to be completed by 1999.

Supercollider officials have hinted that they might be able to get by with as little as \$400-million. Congress would have to make up the difference in the following year, requiring an appropriation of nearly \$1-billion—an unlikely amount, given concern among lawmakers over the growing federal deficit.

The project could be delayed, but Energy Department officials fear that by doing so its overall costs would rise substantially. According to their estimates, the overall cost of the collider would go up an additional \$1-million for each day the project is delayed, because of the thousands of construction workers, engineers, and architects who must be kept on the payroll. ■

Bush Education Record Praised by Some on Campuses, but Many More Are Critical

Continued From Page A19

with, rather than an issue to do anything about."

Mr. Smith, a former Republican Congressman from Vermont, says Republicans and Democrats alike deserve blame for playing politics with education. "The failure to legislate and the failure to lead can be laid at the doorstep of political standoff," he says.

Others suggest that the standoff exists, in part, because the President is more in-

school reform is not as easy as the critics suggest.

"What the President has asked Congress to do is so radically different from anything Congress or its special-interest allies are prepared to do that either we have to just give in to them or we have to build a coalition in communities across this country that will demand the President's agenda—and that's what he's doing over the long term," Mr. Alexander says. "If we have four more years, we can wear everybody out and we'll get it."

Disappointed by Budget Requests

Within higher education, many college officials contend that the new law governing student aid and other programs was approved despite the President's policies, rather than because of them.

Those critics also have been disappointed with the President's annual budget requests, which generally have sought to hold level the government's spending on student-aid programs. They point out that the Administration would have raised the size of Pell Grants by dropping 400,000 students from the program and by eliminating or slashing other programs, including College Work-Study and Supplemental Educational Opportunity Grants.

"In terms of the higher-education scene, it's kind of: 'Where's the beef?'" says Robert H. Atwell, president of the American Council on Education. "They had several things they were against, but they never weighed in with anything positive."

Secretary Alexander says the higher-education bill was a matter of compromising to get the legislation passed. "Of course it's going to come out to a greater extent the way the Democratic members wanted it to, because they've got control of the Congress," he says.

Nevertheless, the Secretary says, the President should be given credit for several measures, including those that will extend aid to less-than-half-time students and authorize "Presidential Access Scholarships" for Pell-Grant recipients who have done well in high school.

Several college leaders contend, however, that the most troubling aspect of the Administration's higher-education policy making has been its willingness to inject race into the debate.

James E. Cheek, a former president of



James E. Cheek: "Too much has been left to others, and the others to whom they have been left have not been on the same wavelength as the President."

Howard University and a long-time supporter of President Bush, says the Administration's stance that most race-exclusive scholarships are illegal and its attack on an accrediting commission that had sought to require colleges to promote racial and ethnic diversity on their faculties are causes for alarm.

"The whole matter of minority scholarships can be and is being interpreted as an insensitivity to the necessity of having special programs that make up for the deficits that exist in terms of educational opportunities for minorities," he says.

President's Staff Is Blamed

Mr. Cheek, who is chairman on the President's Board of Advisers on Historically Black Colleges and Universities, was also angered last year by a legal brief the Administration filed with the Supreme Court in a Mississippi college-desegregation case. The Administration's brief, which argued against raising state spending on black colleges to remedy the effects of desegregation, was withdrawn and rewritten after black-college officials met with President Bush.

Mr. Cheek blames the President's staff for actions that he says are not consistent with Mr. Bush's personal commitment to education. "Too much has been left to others, and the others to whom they have been left have not been on the same wavelength as the President himself," Mr. Cheek says.

Mr. Albright of Johnson C. Smith University says the President is protecting his political base. "I think he's very much concerned about maintaining a strong relationship with conservatives, and therefore has allowed these things to take place," he says.

Secretary Alexander says the issues

were not related. The minority-scholarship issue and the original Mississippi brief, he says, were legal matters that lawyers in the Administration developed, based on their interpretation of the Constitution. He notes that at least one federal appeals court has raised questions about the legality of minority scholarships, and he suggests that the Education Department has done a service for colleges by helping them understand how to operate legal scholarship programs.

Mr. Alexander says his own fight with the Middle States Association of Colleges and Schools was not against diversity, but against the idea of having outsiders dictating college policies. He adds that black-college officials should be "delighted," because the department has made it impossible for "some self-appointed zealot to tell Howard University how many white Presbyterians need to be on its board."

Strategy Questioned

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, says he was troubled by Mr. Alexander's fight with Middle States for another reason. He sees it as part of a strategy to portray higher education as liberal and out of step with the rest of the country. A key to that effort, Mr. Boyer says, was the President's attack on "political correctness" on college campuses during a commencement speech at the University of Michigan in 1991.

"For the bully pulpit of the Presidency to give high visibility and high priority to the so-called chilling effect of political correctness puts universities in a weak, vulnerable, and compromised position," Mr. Boyer says. "You don't see universities celebrated in any sense."

U.S. May Drop 65 Colleges From Aid Programs in a Drive Against Institutions With High Default Rates on Loans

By THOMAS J. DeLOUGHRY

WASHINGTON
In its latest move against colleges with high default rates, the Education Department has announced that it may eliminate 65 non-profit institutions from all federal student-aid programs.

Eight of those institutions and five that are not among the 65 face separate sanctions that could bar their students from receiving loans. Students attending colleges in this second group could continue to receive Pell Grants and other types of aid, provided that the colleges are not in the first group.

Officials at the institutions said last week that the policy of holding colleges responsible for the actions of their former students was unfair. Many vowed to fight the sanctions, which, they said, would hinder their efforts to educate disadvantaged students who rely on federal aid to pay their bills.

The department released the list of institutions at a news conference at which it reported the 1990 student-loan default rates for 12,469 institutions. The 1990 rates represent the percentage of an institution's former students who were due to begin repaying their loans that year, who were in default by the end of 1991.

For-profit trade schools far outnumbered non-profit institutions on the lists. Four hundred ninety-three trade schools are in danger of losing all federal aid, and 108 could lose eligibility for loans.

The possible sanctions are the result of efforts in the past few years by Congress and the Bush Administration to limit the cost of defaults on Stafford Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students.

A 1990 budget law said that institutions that have former students who have default rates above 35 per cent for three consecutive years should be eliminated from the loan programs.

A 1989 regulation from the Education Department set a schedule for decreasing the default rates over several years, and required that all types of student aid be stopped to institutions that did not comply. The regulation said that 1990 default rates could not be above 55 per cent, that institutions with rates above 40 per cent must have reduced their rate by 5 percentage points from the previous year.

This Catches Us by Surprise

The 65 non-profit institutions that the Education Department said were violating the regulation include 13 colleges and vocational-technical schools with rates above 55 per cent. Twenty-four of the institutions had rates above 40 per cent in 1989 and failed to reduce them by 5 points in 1990.

The remaining 28 non-profit colleges were put on the list because their rates had jumped above 40 per cent in 1990. Under the department's regulation, an institution above 40 per cent must have had the required five-point drop, and cannot have had any increase above its 1989 rate.

In many cases, institutions that had 1989 default rates that were comfortably below 40 per cent are now in danger of losing eligibility for all aid. Douglas MacArthur State Technical College, for example, went from a safe level of 10 per cent in 1989 to 41 per cent in 1990.

said L. Wayne Bennett, director of student development at Douglas MacArthur State. "It's absolutely insane," he said, noting that the college had no control over the 32 former students who the government says defaulted in 1990.

"The assumption they make, that if your default rate is high then you are an inferior institution, is ridiculous," Mr. Bennett added. He noted that his college would not be on the list if it had one fewer default among the 78 former students who were due to begin repaying their loans in 1990.

Not All Will Be Cut Off

William D. Hansen, Acting Assistant Secretary of Education for management and budget, told reporters at the news conference that the department stood behind its policy of holding colleges and trade schools accountable for defaults by former students.

"The institution has a very strong and important responsibility to counsel students and to look at the capability of what they can afford to borrow," he said. "They also have a responsibility to provide a quality education."

"If you are able to get a good education and good training under your belt, in most cases you should be able to get the type of

employment that you need" to pay back your loans, Mr. Hansen added.

Department officials noted that not all of the institutions in danger of losing aid would be cut off, since the 1989 regulation allows the Education Secretary some discretion. The Secretary can allow a college to remain eligible for aid, provided it carries out a plan to discourage defaults.

The Secretary has less discretion in handling the 13 non-profit institutions that face the loss of eligibility for loans under the 1990 budget law. The department has interpreted that law to mean that an institution can maintain its eligibility if it can prove that its default rate is incorrect, or if it can show that it has decreased its default rate in the past two years and has met other standards. Those standards include a graduation rate of at least 66 per cent.

Officials with the California Community College system, which includes seven of the colleges that could lose eligibility for loans, already have battled the Education Department over default rates. Last year the department listed nine of the system's colleges among those to be terminated from the loan programs. Seven of them succeeded in winning appeals.

"We will do exactly as we did last year, and we will challenge the authenticity of the data," said David Mertes, chancellor

of the California system. "Our experience from last year is that there's a mass of faulty data that has been used."

The Education Department also took action against 1,200 institutions that had default rates above 30 per cent. The group, which included about 220 non-profit institutions, was immediately barred for one year from making Supplemental Loans for Students to undergraduates under the terms of a 1989 budget law.

Rate Increased in Every Sector

Department officials reported that the overall default rate for 528,605 borrowers who were due to begin repayment in 1990 was 22 per cent in 1990, up from 21.4 per cent in 1989.

The rate increased in every sector of higher education. The rate was 7 per cent for public four-year colleges and 6.5 per cent for private four-year colleges, up from 6.2 per cent and 6.1, respectively, in 1989. Among two-year colleges, the rate was 17.3 per cent for public institutions and 18.3 per cent for private institutions, up from 16 and 15.6 per cent respectively. The rate for for-profit institutions rose to 41.2 per cent from 35.5 per cent.

Despite the higher rates for 1990, department officials said they believed the situation was improving. While they do not have college-by-college rates for 1991 and 1992, they said the government's payments on defaulted loans had declined in recent months. They estimated the bill for 1992 would be \$2.9-billion, down from \$3.6-billion in 1991.

Non-Profit Institutions Facing Education Department Sanctions

In danger of losing eligibility for all federal aid:

ALABAMA
Carver State Technical College
Concordia College
Douglas MacArthur State Technical College
Fredd State Technical College
Lawson State Community College
ARKANSAS
Shorter College
CALIFORNIA
Barstow College
Cajon College
Compton Community College
Laney College
Long Beach City College
Palmdale College
San Francisco Community College
District
Vista College
FLORIDA
Suwanee-Hamilton Area-Vocational Technical School
West Technical Education Center
GEORGIA
Macon Technical Institute
ILLINOIS
City Colleges of Chicago, City-Wide College
City Colleges of Chicago, Kennedy-King College
City Colleges of Chicago, Malcolm X College
Lewis & Clark Community College
State Community College of East St. Louis
KANSAS
Central Kansas Area Vocational-Technical School
Saint Mary of the Plains College
KENTUCKY
Kentucky Tech—Davies County Vocational-Technical School
Kentucky Tech—Madisonville State Vocational-Technical School

Kentucky Tech—Marion County Area Vocational-Technical Center
Kentucky Tech—West Kentucky State Vocational-Technical School
LOUISIANA
Delta-Ouachita Regional Technical Institute
Evangelical Technical Institute
Sidney N. Collier Technical Institute
Toshe Area Technical Institute
Westside Technical Institute
MARYLAND
Sojourner-Douglass College
MASSACHUSETTS
Roxbury Community College
MICHIGAN
Jordan College
Lewis College of Business
MINNESOTA
Twin Cities Opportunities
Industrialization Center
MISSISSIPPI
Coahoma Community College
Mary Holmes College
Mississippi Valley State University
MISSOURI
Perryville Area Vocational-Technical School
MONTANA
Salish Kootenai Community College
NEW YORK
Belzer Yeshiva
NORTH DAKOTA
Little Hoop Community College
Standing Rock College
OHIO
Lawrence County Joint Vocational School
OKLAHOMA
Bill Williams Skills Center
Indian Meridian Area Vocational-Technical School

Klamath Area Vocational-Technical School District
Langston University
Southern Oklahoma Area Vocational-Technical Center
SOUTH DAKOTA
Sinte Gleska University
TEXAS
Hill College
Lamar University at Port Arthur
Navarro College
Panola College
Southwestern Christian College
Texas College
Texas State Technical College
TENNESSEE
McKenzie College
Memphis Area Vocational-Technical School
State Area Vocational-Technical School
Jackson
State Area Vocational-Technical School
Knoxville
In danger of losing eligibility for student loans:
CALIFORNIA
Barstow College
Cajon College
Compton Community College
Lassen College
Long Beach City College
Meritt College
Palmdale College
ILLINOIS
East West University
State Community College of East St. Louis
MICHIGAN
Highland Park Community College
Jordan College
Wayne County Community College
NEW YORK
Belzer Yeshiva



Guadalupe C. Quintanilla: "He has motivated hundreds and perhaps thousands of people ... to give their time, talent, and energy to improving education."

The Chronicle: Your Window on Academe



GEORGE WASHINGTON UNIVERSITY PHOTOGRAPH BY DON HANSEN

Treat yourself to your own subscription.

Mail this coupon today and start your subscription to
The Chronicle of Higher Education.

- ☐ Bill me \$67.50 for 48 issues (1 year).
☐ Bill me \$37.75 for 24 issues (½ year).
☐ I prefer to be billed in three monthly installments.
☐ Please charge my ☐ Visa ☐ MasterCard ☐ American Express
☐ Account # _____ Exp. date _____ Signature _____

Name _____

Title/Department _____

Institution _____

Address _____

City _____

State _____

Zip Code _____

Outside the U.S.A.—Add \$40 to the annual subscription rate.

D3282

Give & Take

An investment company—trying to land new clients in the small-college market—has been given permission to survey the members of the Council of Independent Colleges on their endowment performance.

Aetna Capital Management, of Hartford, Conn., will collect information on the investment returns of the 325 small, private liberal-arts colleges in the council.

The company will then show the colleges how their overall returns compared with those reported by Aetna's clients, with the Standard & Poor's 500 stock index, and with those of larger colleges.

Aetna's effort is believed to be the first major evaluation of the performance of small-college endowments. Council officials said it also exemplified how a growing number of companies were going after the small-college market.

Most colleges with endowments under \$50-million haven't yet become sophisticated investors, says Phoebe K. Huang, Aetna's director of market research.

By relying largely on bonds and certificates of deposit, she says, the smaller colleges miss out on the higher returns that could be earned by investing in the stock market, oil and gas, and other areas.

The average endowment of the council's member colleges is about \$10-million, officials said. That means about \$3.3-billion in assets could be waiting to be managed.

Concerned that some members might interpret the survey as an endorsement of Aetna, the council plans to remind colleges that Aetna is not the only company that could manage their money.

Says Allen P. Spletz, the council's president, "This is just a unique opportunity for the so-called experts in the field to share with those who have a need."

A foundation that typically awards grants to Protestant students who are preparing for careers in religion has created a fellowship program to help evangelical Christians enter professions in which they've been underrepresented.

Once the program is in full operation, the Mustard Seed Foundation, in Arlington, Va., expects to spend about \$420,000 a year to support 35 Christian students studying at top-rated graduate schools in such disciplines as corporate law and international business.

Craig Nauta, a spokesman for the foundation, says the grants would give Christians a chance to pursue careers that "lack a Christian voice"—including those that many people might consider cut-throat or competitive.

The program is administered by the Christian College Coalition, a Washington-based group of liberal-arts colleges. Recipients will get a \$12,000 fellowship, renewable for up to three years, and are expected to repay 25 per cent after completing their studies.

Business & Philanthropy



Stanley J. Spanbauer, president of Fox Valley Technical College: "A lot of people thought it was just another project. But I think people are realizing now that it's not a fad."

MICHAEL KIMBLE FOR THE CHRONICLE

TQM:

Colleges Embrace the Concept of 'Total Quality Management'

By Katherine S. Mangan

A POPULAR industrial-management philosophy known as Total Quality Management is working its way into academe.

Faced with soaring operating costs and persistent public demands for accountability, a growing number of colleges and universities are turning to TQM—and its principles of customer satisfaction, teamwork, and employee empowerment—as a tool to improve how institutions are managed and, in some cases, how classes themselves are run.

"People are realizing that when we get to the other side of this recession, it isn't going to be business as usual," says Theodore J. Marchese, vice-president of the American Association for Higher Education. "We have a significant problem with public confidence and the way we use resources. People are looking for answers, and Total Quality presents itself as a possible solution."

Keeping the Customer Satisfied

As TQM is applied to higher education, everyone from the janitor to the president is expected to play a role in making sure that the customer—whether it's the student, taxpayer, or prospective employer—is satisfied. And if something goes wrong, administrators are expected to call on a team of employees, managers, and perhaps students to examine the problem and come up with solutions.

Across the country, colleges and universities report success with the technique, even though some skeptics say Total Quality Management is just the latest jargon for the kind of collaboration and shared gov-

Continued on Following Page

Colleges Embrace 'Total Quality Management' to Deal With Soaring Costs

Continued From Preceding Page

ernance that many colleges and universities have long practiced. For example, the Rochester Institute of Technology is rearranging the structure of its College of Business to make it more responsive to students. Departments are being replaced with six curriculum committees—one for each major—and the faculty members on the committees will have more management authority than heretofore. The committees also will be developing a curriculum that better meets students' needs.

At Oregon State University, which has used TQM for the past two years, suggestions from TQM teams have helped speed turnaround time for processing students' financial-aid documents and shortened the average duration of building remodeling.

A Sense of Mission

On other campuses, the changes are expressed in less concrete terms, with college leaders reporting better morale and a heightened sense of the institutions' mission.

One institution with experience with TQM is Fox Valley Technical College, which began offering quality courses for its students in 1985 at the request of a local businessman and now practices TQM itself. Fox Valley has created a quality-improvement council and several teams that select problems and go through a formal process of solving them.

One challenge: come up with a way to cut \$1.2-million from the

college's \$38-million operational budget for the 1992-93 academic year. Before TQM was in effect, top administrators would have sat

"There has been a shift from individuals' and institutions' merely kicking the tires of TQM to actually going for a test drive."

down and discussed "how many bodies to cut," says President Stanley J. Spanbauer.

Instead, using TQM, the teams put together an operational plan, established budget requests, and then prioritized programs, facilities and equipment, and staff. The priorities identified by the teams were used to determine which areas could be cut.

The teams, which included a cross section of personnel, carried out the plans without laying anyone off or eliminating any programs. Some employees volunteered to reduce the terms of their contracts, while others accepted shorter work weeks.

"There was a lot of apprehension at first," Mr. Spanbauer says. "A lot of people thought it was just another project. But I think people are realizing now that it's not a fad."

Fox Valley offers a Quality Institute for other colleges that may

want to apply TQM to their campuses. So far, it has worked with about 100 colleges.

The TQM movement is not without its critics, particularly some who say the concept can be so ill-defined that administrators have sometimes used TQM as an excuse to accomplish other goals.

At Alabama A&M University, for example, faculty and staff members became alarmed in 1991 when administrators, acting under a so-called Total Quality Management plan, began notifying departments about how many positions would be cut from each.

"We didn't want waste in our universities, but as it went on, we became more and more like a business and less like a university," says Sharman J. Humphrey, associate professor of health and physical education and president of the Faculty Senate. Since then, a new president has taken over, and the TQM plan is being revised.

Despite the skepticism, interest in TQM in higher-education circles is growing. The topic has become a staple of many academic conferences. The International Business Machines Company is awarding grants to institutions that adopt TQM practices. Two bills are pending in Congress that would establish national quality awards for higher-education institutions that practice TQM.

In June the American Association for Higher Education started an Academic Quality Consortium that will bring together academic institutions that are using Total

Quality Management so they can exchange information.

"There has been a shift from individuals' and institutions' merely kicking the tires of TQM to actually going for a test drive," says Daniel Seymour, a consultant who writes and lectures on Total Quality Management in higher education.

In 1991, Mr. Seymour conducted a survey of 22 colleges and universities that had been among the TQM pioneers.

The survey found that while many of the benefits of TQM were hard to quantify, institutions often reported that employees felt better about their jobs, students were happier, and that the process had helped to break down barriers between faculty, staff, and management.

The survey also found, however, that many were frustrated by the amount of time it took to implement TQM. Staff members must be trained, and decisions can take longer to reach when they are made by committee rather than by an individual, Mr. Seymour notes.

Controversial in Some Arenas

Most of the campuses that are involved in TQM are either offering quality courses or using TQM principles in business operations, such as the comptroller's or purchasing offices. Relatively few have ex-

Business & Philanthropy

panded TQM into the non-business academic arena, where it has proved controversial.

Assume for instance, says Kenneth Bladh, an associate professor of geology at Wittenburg University, that the customer is an 18-year-old entering freshman who doesn't want to "waste any time" taking courses that don't relate to his chosen profession.

Mr. Bladh says the liberal-arts university still has a responsibility to see that the student receives a well-rounded education.

"The hardest part—and I don't think we're going to give in on this—has been that the customer is right and that what the customer wants is what he should get," says Mr. Bladh, who serves on the university's Faculty Executive Board.

On the other hand, he says, it makes sense to focus on customer satisfaction when dealing with services like registration.

At Oregon State, some faculty members have extended TQM concepts into academics. Eldon Olsen, associate professor of forestry engineering, had students form a TQM team to help him improve his teaching. The team surveyed students' opinions, analyzed the data, and suggested improvements.

"The TQM process helps me understand the students and what they need," Mr. Olsen says. "And it changes the classroom from an atmosphere of confrontation to one of teamwork."

Note Book

Enrollments at historically black colleges and universities increased in the 1980's, in part because the proportion of non-black students at such institutions rose, from 14.5 per cent in 1976 to 18.5 per cent in 1990.

Those findings were released in a report from the U.S. Department of Education, "Historically Black Colleges and Universities 1976-1990." The report says that total enrollment at black colleges rose by 16 per cent from 1976 to 1990, but that most of the growth occurred from 1986 to 1990.

Black enrollment at black institutions rose 10 per cent—from 190,305 in 1976 to 210,014 in 1990. White enrollment climbed from 21,040 in 1976 to 33,722 in 1990. The proportion of all black college students who enrolled at black institutions, however, was lower in 1990 than it was in 1976—17.2 per cent in 1990 compared with 18.4 per cent in 1976.

Despite the total enrollment increase, the number of bachelor's and master's degrees conferred by black colleges has declined—16 per cent for bachelor's and 34 per cent for master's. In 1976, 6,150 master's degrees were conferred, compared with 4,036 in 1990. In contrast to the decline in other degrees conferred, the number of doctorates climbed from 66 in 1976 to 207 in 1990.

The report also says the number of black students in graduate programs dropped by 5 per cent, but that decline was offset by large increases in the number of non-black students who enrolled in master's programs.

The report is available for \$6.50 from the U.S. Government Printing Office, Mail Stop: SSOP, Washington 20402-9328. The stock number is 065-000-0051-1-5.

There are plenty of books that offer ideas on how to get into the right college, but now there is a book that literally explains "How to Get to the College of Your Choice: By Road, Plane, or Train."

Kraus International Publications is releasing a series of five regional guides that provide practical information on how to plan a visit to a college campus.

For instance, the section on the University of Connecticut includes the name, address, and telephone number for the director of admissions; how to arrange a tour of the campus; and a campus map. It also includes instructions on how to drive to the university from nearby major cities and typical discount airfares from major airports to Hartford.

The first guide to be released covers institutions in the Northeast and mid-Atlantic regions, including colleges in Connecticut, New York, Ohio, Pennsylvania, Virginia, and Vermont. The guide for colleges in Western states is to be published in December. Other guides will be released next year for colleges in the Middle West and the South.

Students



Jeffrey Lawrence, a senior at the U. of Massachusetts at Amherst: "I grew up with the gang members. They chose their way and I chose mine."

College Becomes a Safe Haven for City Students

Some blacks and Hispanics spend summer on campus, seeking a refuge from urban violence

By Michele N-K Collison

COLLEGE has become more than a place of learning for an increasing number of black and Hispanic students. It is also a safe summer haven from the dangers of inner-city life.

In the last two years more and more black and Hispanic students, virtually all of them males, have said they don't want to go home for the summer because they fear the violence in their neighborhoods. "I have been approached by several students saying, 'I don't want to go home,'" says M. Ricardo Townes, associate dean of academic support services at the University of Massachusetts at Amherst.

"I felt compelled to do something, because I don't want to lose them in the crossfire. And I don't think these young men think they are weak. They know all the ugly statistics about black-male mortality, and nobody should be surprised at their strategies for coping. They have a bright future ahead of them."

Jobs and Freedom

To be sure, many students stay on or near their campuses during the summer because they either already have a job or because it may be easier to find one where they go to college than at home. Others stay because they enjoy the freedom they have at college and don't want to go home to their parents' rules.

But for some students, safety is their main concern. In Amherst, for instance, Brian Jackson's baseball cap does not even rate a second glance. But in his neighbor-

Continued on Page A29

RAISING MONEY

- U. of Miami is hoping a former coach brings home the gold
- Napa Valley wine makers help the U. of Cal. harvest \$40,000
- Community college's spelling bee attracts corporate donors

The U.S. Olympic baseball team failed to win a medal in Barcelona last week. But the team's coach could still bring home the gold to the University of Miami, where he just retired from his coaching job.

With the help of Coach Ron Fraser, the university held fund raisers at two of the Olympic team's exhibition games before the official games began last month.

At Boston's Fenway Park, about 90 Miami graduates attended a pregame reception when the U.S. team played the team from the Republic of Korea. And when the U.S. team played the Korean team again at Oriole Park at Camden Yards in Baltimore, another reception was held for about 60 alumni, parents, and friends.

The university says the events are its first concerted attempts to build a nationwide program to raise money from alumni. The receptions, officials say, were organized to "cultivate" prospective donors, not to solicit immediate gifts. Development officers now plan to visit those who attended the events.

Mr. Fraser will also appear at several more alumni events this fall. "These events are the beginning—not the end," says Roy J. Nirschel, Jr., Miami's vice-presi-

dent for university advancement. "We're going to shake loose millions of dollars from alumni throughout the nation."

California wine makers uncorked some fine vintages and raised \$40,000 for the University of California at Davis for research on the insects that are destroying their grapevines.

The benefit, which was called "Rootstock" and held at a Napa Valley country club, was sponsored by about 40 wine makers, most of whom had graduated from the Davis campus. About 800 people paid \$75 each to feast on foods and wine of the region.

Money raised will go toward research on developing a grapevine rootstock that can resist the aphid-like insects in the genus *Phylloxera*. Wine makers in the Napa and Sonoma Valleys want to speed the research because the cost of replacing the destroyed plants already totals about \$500-million.

"It's really positive marketing for the university, because it's a group of the industry's leaders asking us to help solve a problem," says Scott R. Carney, a spokesman for Davis's College of Agricultural and Environmental Sciences.

"And that message is very strong and very important."

Monroe (N.Y.) Community College raised more than \$51,000 in under three hours by getting local business executives to prove publicly that they couldn't spell words like "lapillus."

Thirty-two chief executive officers and 64 employees from 32 local companies participated recently in the college's second annual executive spelling bee.

Companies with more than 100 employees were asked to donate \$2,500 or \$1,750, depending on how many spectators they had invited; smaller companies were asked to give \$825.

The winning team, Underberg & Kessler, received a plaque and the right not to contribute. The law firm, which won by spelling "ichthyic," donated \$825 anyway.

Fund raisers say the event has been especially helpful in attracting larger corporate gifts. Last year the college raised \$30,000 through the spelling bee and \$60,000 more through a later fund-raising appeal to local companies. This year, officials expect to exceed those amounts. —JULIE L. NICKLIN

PRIVATE GIVING TO COLLEGES

ROBERT GOULD RESEARCH FOUNDATION
3700 Carew Tower
Cincinnati 45202

Medicine. For a professorship in internal medicine: \$1.5-million to U. of Cincinnati.

J. E. AND L. E. MABEE FOUNDATION
3000 Mid-Continent Tower
401 South Boston
Tulsa, Okla. 74103

Facilities. For a new student-activity center: \$500,000 challenge grant to Fontbonne College.

JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION
240 South Dearborn Street
Chicago 60603

Research. For programs at the Henry A. Murray Research Center: \$886,700 to Radcliffe College.

STATE FARM COMPANIES FOUNDATION
One State Farm Plaza
Bloomington, Ill. 61740

Insurance. For an institute of insurance law and regulation: \$500,000 to Santa Clara U. School of Law.

TRUSLER FOUNDATION
P.O. Box 704
Emporia, Kan. 66801

Facilities. For a sports complex: \$800,000 to Emporia State U.

GIFTS & ENDOWMENTS

Bates College. For capital improvements: \$1-million from Jean and James L. Moody, Jr.

—For scholarships: \$1-million from each of two anonymous donors.

Emerson College. For scholarships: \$100,000 from Mr. and Mrs. Norman I. Tufts.

Bowling Green State University. For the arts campaign: \$150,000 from Harold and Helen McMaster.

Ooley College. For the museum of art: works of art, valued at \$10-million, from Alex Katz.

Colorado School of Mines. For the endowment: \$3-million from Ahmed D. Kufdar.

DePaul University. For scholarships: \$100,000 from Northern Trust Company.

Lenoir-Rhyne College. For the capital

campaign: \$200,000 from Thomas W. Reese.

Marshall University. For programs in the arts: \$1-million from Joan C. Edwards.

Michigan State University. For the department of chemical engineering: \$1-million from the estate of Edwin Johnson Crosby.

Pitzer College. For the McConnell Center: \$350,000 from the estate of Odell McConnell.

Purdue University. For the schools of engineering, science, technology, and management: \$135,000 from Mobil Corporation.

Texas Tech University. For scholarships in the School of Music: \$157,000 from the estate of Claribel Lee Biggs.

University of Alabama. For the university libraries: \$1-million from John and Carolyn Josey.

University of California at Davis. For the new alumni and visitors center: \$250,000 from Joe H. Morita.

University of Delaware. For a center to improve the state's public schools: \$2-million from E. I. du Pont de Nemours & Company.

University of Florida. For the College of Veterinary Medicine: \$1-million from an anonymous donor.

University of Houston-Downtown. To support the doctoral studies of minority-group faculty members: \$250,000 from Conoco Inc.

University of Kentucky. For the library: computer equipment valued at \$500,000 from Lexmark Inc.

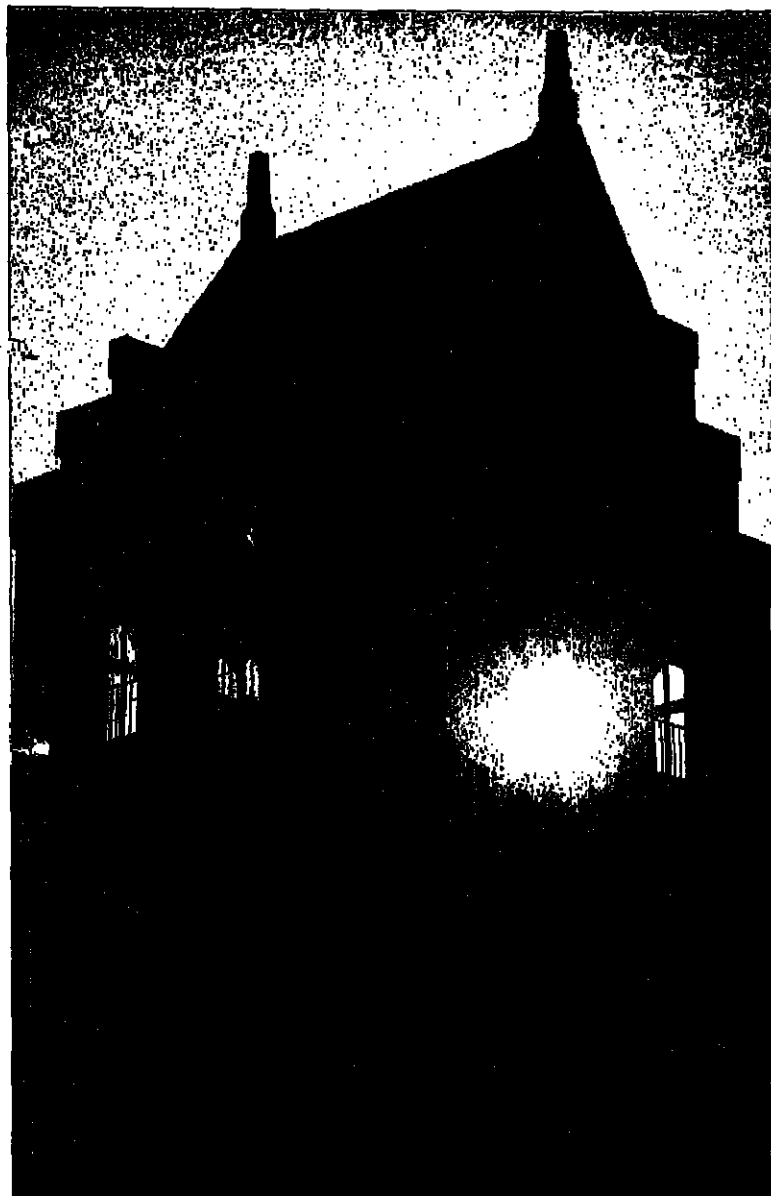
University of Rhode Island. For engineering scholarships: \$1-million from Toray Industries Inc.

University of South Carolina. For a professorship in the college of business administration: \$100,000 from Frederick M. Wellman.

University of Southern California. For professorships in public administration and law: \$1.4-million from the estates of Frances and John Dugan.

University of Wisconsin-Stout. For a professorship in manufacturing engineering: \$1-million from Robert and Esther Quinn.

Western Michigan University. For scholarships: \$1.6-million from Beulah I. Kendall.



Have a question about your subscription?

Please check the appropriate box(es) below and attach label to:

- ☐ Change a delivery address
☐ Report a subscription problem
☐ Enter a new subscription (49 issues—one year)
☐ Renew a subscription (49 issues—one year)

- ☐ \$67.50, payment enclosed ☐ Bill me
☐ Charge VISA # _____
☐ Charge MasterCard # _____
☐ Charge American Express # _____
 Expiration date _____

Signature _____

Name _____

Institution _____

Street address or box number _____

City _____ State _____ Zip _____

Mail to:
 Subscription Department
 The Chronicle of Higher Education
 P.O. Box 1955
 Marion, Ohio 43305

Or call:
 1-800-347-6969

Please allow four weeks for your order or adjustment to be processed.

D3292

Nearly Killed in a Shooting, a Queens Teen-Ager Reaches for the Chance for a Better Life in College

The thick scar that runs from Michael Butler's right shoulder to his chest is a reminder of the bullet that nearly killed him and the surgery that saved his life.

A graduate of Springfield Garden High School in Queens, N.Y., Mr. Butler understands why some minority students choose to stay at college during the summer rather than return home. A casual conversation with another young man's girlfriend almost cost him his life last year.

The shooting also made Mr. Butler's high-school counselor, Edmund Archibald, even more determined to get the 18-year-old enrolled in college and out of New York. Mr. Archibald says: "Michael doesn't do drugs, he's not a gang member, but he has a bullet in his shoulder."

Now that he has been accepted by the University of Massachusetts at Amherst, Mr. Butler says he has a chance at a better life. "Massachusetts is a good opportunity," he says. "I don't want to mess it up by coming home and getting shot again."

A Few Casual Comments

The shooting was sparked by a few casual comments that Mr. Butler made to the gunman's girlfriend. Mr. Butler had been warned that the young man might attack him, but he didn't think anything of it. Then, as he sat on a friend's stoop, he noticed two men walking up and down the street. Even when

he heard the sound of gunshots, Mr. Butler didn't move, because shots are common in the neighborhood.

It was only when he saw glints of light bursting from the automatic weapon that he pushed his friend out of the way and tried to run for cover.

"As soon as I saw the light from the gun, I knew," Mr. Butler says.

"As soon as I saw the light from the gun, I knew. You hear shots around here all the time. But when I saw the light, I knew they were for us."

"You hear shots around here all the time. But when I saw the light from the gun I knew they were for us."

As Mr. Butler turned to run into the house, a bullet slammed into the back of his shoulder and lodged in his arm, tearing an artery. "When I got shot, I couldn't believe it," he says. "I hit the ground, but I couldn't feel my right arm."

As he lay in the hospital recovering from the wound and from surgery to repair the artery, Mr. Butler relived the shooting over and over again and marveled at the stupidity of it. "A shooting over a

girl," he says. "People who don't live here find it hard to believe. How can anybody say, 'I gotta kill someone over a girl?'"

Although Mr. Butler provided police with a description of his assailants, no arrests were made.

Friends and family saw a marked difference in Mr. Butler after the shooting. "He went through a lot of changes," Mr. Archibald says. "When you get shot over nothing, when you can get killed walking out the door, you begin to think life is cheap. When you think life is cheap, you tend to do self-destructive things. You tend to live every day like it's your last."

Seeking Counseling

For the three weeks Mr. Butler was in the hospital, he says he slept fitfully because he thought his assailants would come and murder him in his hospital bed. Even after he was released, he trusted no one.

"I would walk down the street and ask myself, Why are those two guys walking down the street?" he says. "I would hear a shot and jump."

His grades dropped, and with little provocation he would be ready to fight. Eventually Mr. Archibald suggested that the teen-ager seek counseling to help him resolve his emotional problems.

"It wasn't me any more," Mr. Butler says. "The shooting changed my life. I thought I had to live my life very quickly."

He sought help from Rondell



Michael Butler, right, and Edmund Archibald, his high-school counselor.

Students

Students

McClary, a counselor with the National Council of Negro Women, who "got me to think about my life," he says.

"I was able to talk about things that I couldn't with anyone else," he adds.

He began to think about going to college again, and about his dream of owning a restaurant. "I want to leave and go to a new environment," says Mr. Butler, who hopes to major in restaurant management. "If I could leave here this summer, I would. I have to watch my back here."

He has been accepted at the University of Massachusetts at Amherst, but his financial-aid award is pending.

Mr. Butler says he would not have made it this far without the help of Mr. McClary and his high-school counselors, Mr. Archibald and Charlotte Huey. "Mr. Archibald is the closest thing I have to a father," he says. "He is like a safety net."

"Trying to Squeeze Through"

Mr. Butler is similar to other students at Springfield Garden. Says Mr. Archibald: "These are good kids trying to squeeze through the neighborhood," he says. "These are great kids who don't have the same opportunities as students from middle-class families."

Many Springfield Garden students who go on to college attend the State University of New York at Albany or Long Island University at Southampton.

"Most of the kids don't come back, because there are too many ways to get killed," Mr. Archibald says.

"When you come back here, you fall back into old habits," he says. "Hopefully, I can get him out of this insane place, because he has bad memories. At 18, you shouldn't have to deal with life or death."

—MICHAEL N. K. COLLIER

American Trace

- We trace... You collect!
- The student pays the fee
- Identifiable collection cost
- Express Trace available
- Satisfaction guaranteed
- Federal Regulation requirement
- ACS wrote "The Book on Skip Tracing"

Call Carl Perry at
 ACS, Inc.
 1-800-843-1405

LEARN A
LANGUAGE
 IN YOUR CAR
The Pimsleur
Tapes
 800-222-5860
 FAX 508-371-2935
 29 Longfellow Road,
 Concord, Mass. 01743 USA

For Some, College Is a Refuge From Inner-City Violence and Fear

Continued From Page A27

hood of Dorchester, a part of Boston, the cap could get the University of Massachusetts senior killed. Ignorance about the ever-changing fashion of gang members is part of the reason Mr. Jackson and 20 other black students are staying in Amherst this summer.

"Wearing a baseball cap here means nothing," says Mr. Jackson, who is taking classes this summer. "There it might mean you're part of a gang. I've been up here so long I can't keep track. You don't know which gang is wearing which hat."

"When I'm staying in Amherst," he continues, "I don't have to worry about getting hit in a drive-by shooting. The primary thing is to get through college, and you can't do that with a bullet through your head."

Homicide Rates Cited

Mr. Jackson and dozens of other young men do not want to take that risk by staying in neighborhoods where shootings are commonplace and drug deals are going on around the clock. Some men, like Mr. Jackson, have traded the excitement of urban life for the safety of the campuses.

Others have become almost permanent residents of their college communities, venturing home only for short visits because their fear is so great that a bullet meant for someone else will end their young lives.

"These young men know they have a great opportunity to be in college, and to think they could be killed on a humble is very traumatic for them," says Anthony Tillman, assistant dean of freshmen at Dartmouth College. A "humble" is a trifling or stupid reason.

"Every summer I wonder what is the fate of the African-American males on my campus," he adds. "I tell the young men to be careful and come back. Anybody could want to take them out."

Young men cite the homicide rates for black men. They tell stories of friends being gunned down, of gang members on the prowl, of constant drug dealing. Staying in small towns is a small price to pay when they realize the opportunity for a better life could be ended by a random bullet, said the young men interviewed for this story.

They have only to look to the headlines to confirm their fears. Last month Kevin Herd, a senior at Prairie View A&M University, was shot and killed while he and his friend were looking for a party in Chicago. Young men on the street, who thought Mr. Herd and his friend were gang members about to shoot at them, shot first.

Death of a Howard Graduate

Benjamin Donkor, who had just graduated from Howard University, was killed in June when three teen-agers robbed him and his friends as they were heading to a reggae club. Mr. Donkor was shot even though he and his friends gave the teen-agers their money.

More minority students stay near college campuses in the summer than college officials realize, says Ron Campbell, director of

housing at George Mason University. "Sometimes they make up other reasons to be in the area. They hate to admit that they are scared to go home. Who wants to admit that their neighborhood is so terrible they don't want to go home?"

"On campus, they don't have to look over their shoulders. They don't have to live in fear. They live a stress-free life. It's almost like they can't go home again."

Tony Rodriguez, a senior at the University of Iowa, went to a counselor and asked her to help him find a job on the campus. "I told her I didn't want to go home," says Mr. Rodriguez, who lives in New York City and is conducting research on Chinese gangs this summer.

"There's no life there. I didn't want to get caught in the crossfire. It's not too exciting here, but at least I'm not dodging bullets."

When Mr. Rodriguez did go home for two weeks, he spent the entire time in his parents' Brooklyn apartment.

"My neighborhood is getting worse," he explains. "There are gangs, shootings, and drive-bys. It's not uncommon to see someone lying dead in my neighborhood. My parents were glad to see me, but they were glad to put me back on the plane."

Danger May Be Exaggerated

Some sociologists say students may be exaggerating the danger. "Many college students hang out, and nothing happens," says Darrell F. Hawkins, a professor of sociology and African-American Studies at the University of Illinois at Chicago, who studies violence in the black community.

"We often exaggerate the violence in the black community. It's real, it's there, but it's not that much of a war zone."

Mr. Hawkins says that many colleges and universities are in rural communities where violent crime is unheard of. When the students return home for breaks, the differ-

ence between their college communities and their inner-city neighborhoods is jarring. "The neighborhood usually hasn't changed that drastically," he says. "It's just their perception. It's kind of a shock."

Others say college students are more likely to be targets of violence because they have left their neighborhoods. "Their friends will call them college-boy fools," George Mason's Mr. Campbell says. "To survive, you have to look like your environment, and they no longer do."

Mr. Campbell says college students also have learned how to negotiate and compromise, and that

"They have to admit that they are scared to go home. Who wants to admit their neighborhood is so terrible they don't want to go home?"

while such skills may be valued in college they aren't on the street. "Those solutions could get them killed on the street," he adds.

Some students say college has made them less aggressive. "Being in college made me softer," Mr. Rodriguez says. "Before, I had to survive by blending in. I knew how to talk that talk and walk that walk. Now I don't."

Carroll F. Hardy, associate vice-president for student affairs at the College of William and Mary, agrees: "College students have lost that edge, their survival strategy. They no longer fit. They are no longer welcome on the corner, no longer the boys in the hood, and they could get into trouble trying to fit in."

These young men don't reveal their true reasons to many who ask why they are staying on campus. "I get mad when people talk about

my neighborhood," says Jeffrey Lawrence, a senior at UMass, who is working off campus this summer. "Over-all, most of the people are good people. There are just a few people who make it a rough place to live. But I grew up with the gang members. They chose their way and I chose mine."

Other students have not only escaped their neighborhoods, but also are moving their brothers away from the violence. Bilal Karriem, a graduate student at Pennsylvania State University, got custody of his 12-year-old brother, Isa, because he felt the streets of Camden, N.J., would claim him. "He had been suspended for fighting, he had been taken to the police station," says Mr. Karriem. "I figured if I changed the environment, I might have an opportunity to save him."

Mr. Karriem says that shootings are prevalent in his neighborhood and that he became worried when he learned that drug dealers knew his brother's name. He says: "I saw where he was headed. He would never have made it past 17."

No Other Decision

Mr. Karriem says his brother has made significant progress since Isa enrolled in State College Junior High School. Previously, Isa's report card was full of F's. Mr. Karriem proudly says his brother now earns A's and B's.

"I don't want to take a chance on him going back to the madness," Mr. Karriem says. "He's my little brother. There was no other decision."

Despite the fact that they are staying away now, all the young men said they wanted to return to help their communities. "We all talk about giving back to our community, about making a change so others will have a better life," Mr. Lawrence says. "But you have to have something to go back with. And we're here to get the knowledge and the skills so we can go back."

Ph.D. For the Active Professional

Complete your DOCTORATE in a self-paced, personalized program without interrupting current work patterns.

- Earn your Ph.D. in the fields of Human Services, Education, Administration / Management, Health Services, or an Ed.D. in your field of specialization.

- Address significant issues in conjunction with your professional responsibilities.

- Work with nationally recognized faculty toward your doctorate.

- Accredited by North Central Association of Colleges and Schools.

- Prerequisite: Masters or equivalent.

415 Elm Ave. N., Minneapolis, MN 55401 • 801 Arbor Dr. Duxbury, MA 01946

WALDEN UNIVERSITY

Call toll free
 1-800-444-6795

Yes, please send a catalog to:

NAME _____

ADDRESS _____

CITY, STATE, ZIP _____

Phone # _____

Mail to: Walden University, Process Center
 801 Arbor Dr., Duxbury, MA 01946

NCAA Releases Data on Graduation Rates of Individual Colleges

By DOUGLAS LEDERMAN
For the first time ever, the National Collegiate Athletic Association has released information about the graduation rates of its member colleges' athletes on a campus-by-campus basis.

In past years the association published only a summary of the graduation rates for all colleges in Division I, its top competitive level. But prodded by federal lawmakers who sought more complete disclosure about the academic success of athletes and other students, NCAA members agreed to make the data public beginning this year.

A federal law that requires the publication of graduation rates at all colleges that receive federal aid will take effect next year.

Last week the association released a 625-page report featuring two pages on each of the 297 colleges in Division I.

Among other things, the NCAA's report provided a look at how many scholarship athletes and other full-time students had earned their degrees within six years after they enrolled. The information on students and athletes was broken down by sex and race; the data on

athletes also include some breakdown by sport.

But in response to the concern of college officials that individual athletes on teams with small numbers of players might be identified, the NCAA provided, for each sport, a graduation rate and an estimate of the number of athletes in the pool.

Counselors and Coaches

The federal law requires colleges to provide the form to prospective athletes and their parents, to guidance counselors, and to high-school coaches.

Like a survey last month by *The Chronicle*, the NCAA report did not provide information about the graduation rates of athletes at the eight Ivy League colleges and the three U.S. service academies, since they do not give athletic scholarships. The data below include graduation-rate information for 32 of the 39 Division I colleges that did not participate in *The Chronicle* survey (July 22).

Seven institutions—the College of Charleston, Coppin State, Northeastern Illinois, and Southern Utah Universities, the State University of New York at Buffalo, and the Universities of Missouri at Kansas City and North Carolina at Greensboro, did not provide information because they had not joined Division I at the time the players in the pool enrolled. ■

ATHLETICS NOTES

- NCAA puts U. of Texas-Pan American on 3 years' probation
- Football coach at Newberry College resigns over his résumé

The National Collegiate Athletic Association last week put the University of Texas-Pan American on three years' probation because of major rules violations in its men's basketball program.

Because the university's women's basketball team had been punished for major violations two years ago, the NCAA's infractions committee hit Texas-Pan American with some of the association's penalties for major repeat violations—the so-called death penalty.

The panel stopped short of the complete ban on competition that it imposed on Southern Methodist University's football team in 1987. But it cut short Pan American's 1992-93 basketball season by five games, barred the team from appearing on television or in postseason play next year, and cut its scholarships to 10 in 1992-93 and 12 in 1993-94.

The infractions panel said Pan American officials had failed to maintain control over the basketball program, resulting in a "pattern of violations" that "flourished" for several years. The viola-

tions included unethical conduct by the former basketball coach.

Newberry College's football coach has quit amid reports of discrepancies between his résumé and his work experience.

PEOPLE IN ATHLETICS

Elizabeth Alden, graduate assistant to the associate director of men's athletics at U. of Iowa, to director of athletics at Webster U.

Bill Byrne, athletics director at U. of Oregon, to athletics director at U. of Nebraska.

Barbara Camp, associate director of athletics at U. of California at Irvine, to acting director.

Tom Collins, assistant commissioner of Big South Conference, to athletics director at Campbell U.

Rick Creighton, associate director of athletics and baseball coach at Allegheny College, to athletics director.

Peter Deas, men's basketball coach at Truett-McConnell College, to athletics director and men's soccer coach.

Patricia Dolan, director of women's athletics at U. of Wisconsin at Superior, also to acting director of men's athletics.

Leon Drury, athletics director at Bryant College, has been dismissed.

Dennis Farrell, associate commissioner of the Big West Conference, to commis-

sioner. Brad Senter said he had quit because *The State* newspaper of Columbia, S. C., was set to run a story showing that he had exaggerated his duties in prior jobs. *The State* also reported a former coach's claim that Newberry's president knew about the divergence. —D.L.

Thomas Ford, athletics director at U. of California at Irvine, to assistant executive director of the National Association of Basketball Coaches.

Bruce A. Grimes, former athletics director at West Texas State U., to athletics director at Fort Lewis College.

Ted Kiesel, associate director of athletics for sports programs and external operations at U. of Arizona, to athletics director at U. of Dayton.

Roger Sayers, president of U. of Alabama, has been named chairman of the College Football Association's Board of Directors.

Robert J. Talbot, dean of admissions and financial aid at Catholic U. of America, to athletics director.

Jeff Thompson, athletics director at U. of Colorado at Colorado Springs, has announced his resignation, effective September 30.

Charles E. Young, chancellor of the U. of California at Los Angeles, has been named Division I chair of the National Collegiate Athletic Association's presidents' commission.

Athletics

Dispatch Case

The Institute of International Education has compiled a directory of academic exchanges and other cooperative projects between U.S. colleges and universities and those in East Central Europe.

The directory is part of a report on the status of such programs. "Where Walls Once Stood." It is based on a survey of U.S. colleges and exchange organizations and includes information received as recently as January 1992. The report discusses changes since 1989, when the IIE last surveyed colleges on their links to institutions in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia and its successor states. Among the findings:

■ Substantial growth in the number of exchange programs and the number of U.S. institutions sponsoring exchanges.

■ A decline in the predominance of broad, long-term exchange programs.

■ An increase in new exchange and training programs in professional fields such as law, management, and public administration—most of them set up since 1990.

■ An increase in the number of academic and professional training programs being conducted on site in Eastern Europe.

■ A growing tendency on the part of U.S. foundations to make grants directly to institutions in East Central Europe.

The programs listed in the report's 90 pages of appendices are organized alphabetically by U.S. campus, by country and partner institution, and by field of study.

The report was written by Mary E. Kirk, the IIE program director for East Central Europe, who is based in Budapest.

Copies of "Where Walls Once Stood" are \$10 each, including postage, and can be ordered from the Books, Institute of International Education, 809 United Nations Plaza, New York 10017-3580.

Information on new projects involving U.S. institutions and those in the region can be sent to the East Central Europe Information Exchange at IIE. Ford Foundation grants support the project.

The education ministers of more than a dozen Asian and Pacific countries were in Washington last week for meetings and a symposium on "Education Standards for the 21st Century."

U.S. Secretary of Education Lamar Alexander served as host for the gathering, which President Bush announced during his trip to Asia in January.

The ministers represent the countries of the Asia Pacific Economic Cooperation group, including Australia, Brunei, Darussalam, the People's Republic of China, Indonesia, Japan, Malaysia, New Zealand, the Philippines, Singapore, South Korea, Chinese Taipei, and Thailand.

International

Summer in Israel for Black Students From Wilberforce

University's program helps them dismantle stereotypes

By Herbert M. Watzman

TEL AVIV
JULIA TOLBERT, a senior at the historically black Wilberforce University in Ohio, spent four weeks this summer living with a large family in a disadvantaged neighborhood troubled by crime and drugs.

The family was Jewish and the neighborhood was the Jesse Cohen section of Holon, a suburb of Tel Aviv.

For the four Wilberforce seniors who spent a month teaching English to kids in Jesse Cohen, it was their first real contact with Jewish people, culture, and religion. Having grown up in predominantly black areas of cities in the American Midwest, all four women said they had never had contact with American Jews.

"In America, Jews and blacks are put up against each other," said Ms. Tolbert, a communications major. "Even though they are more similar than they are different, stereotypes keep walls up between us."

While she cited a desire to improve black-Jewish relations as a main motivation for coming to Israel, her three colleagues were less driven by ideals.

"It was a chance to go to a different country," said LaVerne Gray, a child-development major. "Because of the expense of traveling, I'll probably never have another opportunity to do this."

The four women were among nine Wilberforce students and one professor who spent two and a half months in Israel under the auspices of the university's Institute of African-American/Israel Exchange, set up last year to run this and similar programs.

The summer also included a stay on a kibbutz and three weeks of study at the Hebrew University of Jerusalem.

Eric V. A. Winston, Wilberforce's vice-president for development and university relations, said the idea for the program had been proposed in 1988 by a faculty member.

"Wilberforce students must fulfill a 'co-operative education' requirement, and he suggested that some might do so on a kibbutz in Israel," Mr. Winston said.

"With all the discussion of black-Jewish relations, it seemed a timely subject," he added. "And our new president wanted to see the university more involved in international activities. One of our board members, Herbert Abrams, heard of the idea and said he would fund the first group."

On a trip to Israel to explore the idea, Mr. Winston met Beth Zuriel, who serves as a liaison person there for the Columbus and Dayton Jewish Federations. The Jesse Cohen neighborhood had been "adopted" by the Jewish groups she represents, and she was seeking volunteers to work there.

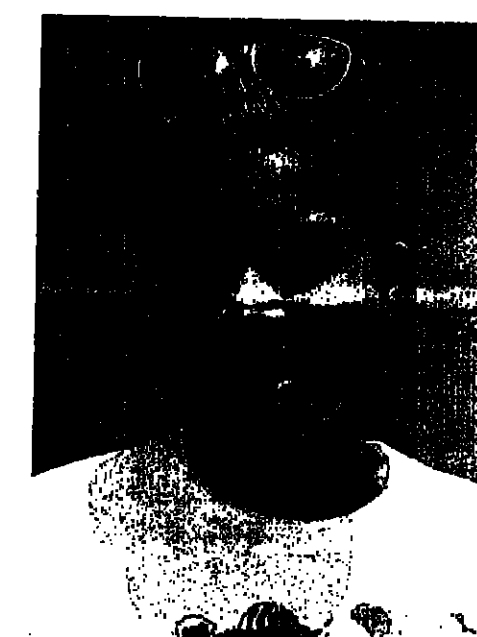
"We had been thinking for many years



Participants in Wilberforce University's summer program lead Israeli children in a rap song.



Rachel Joy: Because her hosts don't speak English and she doesn't speak Hebrew, "we've learned to be good at pantomime."



Julia Tolbert: "I'd like to have a hand in bettering relations between Jews and blacks in America."

of setting up a day camp that would help neighborhood children with their English, but we hadn't had any success in recruiting Jewish volunteers from Columbus and Dayton for the job," Ms. Zuriel said. "When I first heard about the Wilberforce program, I immediately thought it could provide the volunteers we needed."

Warmly Accepted

Ms. Zuriel said she was surprised and pleased at how warmly the Jesse Cohen community accepted the volunteers.

One of them—Rachel Joy, a political-science major—said the families the students were staying with "don't speak English, and we don't speak Hebrew, so we've learned to be good at pantomime."

Said Ms. Gray: "Really, they aren't much different from our families at home. The television is on all the time and the children are always making noise."

All four women agreed, however, that nothing like American poverty exists in Israel. Jesse Cohen has a reputation as one of the Tel Aviv area's most crime-ridden and drug-infested districts, but it is far bet-

ter off than the worst of the inner-city neighborhoods in the United States. "After what they told us, I was expecting a ghetto," Ms. Tolbert said. "But by American standards they live comfortably."

Ms. Tolbert, who aspires to be a foreign correspondent, said she would like to return to Israel as a reporter for an American television network. "I'd like to have a hand in bettering relations between Jews and blacks in America," she said. "There are a lot of stereotypes about both."

"For instance, the first thing the kids here asked us when we came was whether we know how to play basketball," she said with a laugh. "Also, whether we can rap." The students actually had prepared a special summer-camp rap to teach to the young Israelis.

"As for getting rid of stereotypes," Ms. Tolbert said, "I can tell you that all Israelis eat is watermelon."

Mr. Winston, who visited Israel during the students' stay here, said the program also was open to students from other institutions, although Wilberforce could provide financing only for its own students. ■

Graduation Rates of Scholarship Athletes at 32 NCAA Division I Colleges

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate 2	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Alabama State U	0	—	117	28.2%	0	—	30	48.7%	147	32.0%	47	100.0%
Alcorn State U	0	—	87	27.6	0	—	19	63.2	108	34.0	86	40.7
Boston U	54	68.7	9	77.8	27	77.8	3	100.0	114	72.8	98	88.0
Brigham Young U	90	30.0	7	0.0	38	60.5	1	0.0	160	38.3	115	49.6
Butler U	40	77.5	2	0.0	20	70.0	0	—	62	72.6	57	89.5
Campbell U	38	62.1	8	25.0	7	85.7	3	33.3	57	52.8	44	100.0
Delaware State U	3	33.3	47	42.6	0	—	13	81.5	64	46.9	48	68.8
Duke U	68	91.2	13	84.6	17	100.0	1	100.0	103	92.2	103	96.1
Georgetown U	9	77.8	10	70.0	12	83.3	3	66.7	35	77.1	29	93.1
Grambling State U	3	33.3	132	39.0	4	100.0	47	59.6	198	48.0	93	95.7
Hofstra U	16	66.7	2	50.0	19	84.2	0	—	65	60.0	34	97.1
Jackson State U	0	—	108	31.4	0	—	20	50.0	128	34.0	64	70.3
McNeese State U	83	38.6	40	10.0	17	47.1	9	33.3	157	31.8	108	50.0
Morgan State U	1	100.0	92	38.0	0	—	32	37.5	125	38.0	102	44.1
North Carolina A&T State U	0	—	60	31.7	0	—	13	61.5	73	37.0	35	77.1
Northwestern U	68	89.8	20	75.0	24	79.4	3	66.7	129	81.0	131	93.1
Pennsylvania State U	80	87.0	20	60.0	41	73.2	4	75.0	165	63.0	151	76.0
Prairie View A&M U†												
Saint John's U	54	75.9	8	75.0	20	85.0	3	66.7	85	78.7	107	93.0
Samford U	4	75.0	1	100.0	—	—	5	80.0	11	81.8		
San Diego State U	40	27.5	18	22.2	21	33.3	9	22.2	92	28.1	90	32.2
Selon Hall U	18	66.7	10	60.0	15	59.3	2	50.0	45	52.2	34	79.4
Southeast Missouri State U	43	32.6	34	32.4	25	40.0	10	20.0	118	36.2	82	51.2
Southern U	0	—	79	29.1	0	—	29	31.0	114	29.8	78	43.6
Temple U	80	85.0	48	37.6	37	81.1	17	70.6	194	56.0	172	66.9
Tennessee State U	0	—	75	26.7	0	—	19	42.1	94	28.8	73	41.1
Texas Southern U	0	—	47	12.8	0	—	23	8.7	81	11.1	31	29.0
U of Arkansas at Little Rock †												
U of Detroit	31	81.3	7	14.3	12	85.3	5	40.0	55	46.9	43	72.1
U of South Alabama	14	42.9	7	0.0	9	44.4	8	37.5	45	40.0	25	84.0
Utah State U	41	29.3	8	37.5	52	87.5	4	0.0	95	81.3	68	67.6
Villanova U	27	81.5	3	100.0	31	90.3	0	—	65	85.7	65	86.2

† Prairie View A&M U. did not provide the NCAA with a copy of its Graduation Rates Disclosure Form, while the U. of Arkansas at Little Rock told the NCAA that it was unable to provide the information because of problems in its record keeping.

2 The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution in good academic standing before, or continued to be enrolled in good standing after, their sixth year.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Head of Rectors' Group in Peru Proposes Consolidation of Universities

By LUCIEN CHAUVIN

LIMA, PERU

The president of Peru's National Association of University Rectors, Javier Sota Nadal, has proposed a controversial way to deal with the economic crisis facing higher education throughout his country: consolidation.

"Consolidation doesn't mean doing away with universities," he said. "It means optimizing resources in order to deal with a serious economic crisis that isn't going to disappear in the near future."

According to Mr. Sota, who has been president of the National Engineering University in Lima since 1989, the country's 52 universities are "duplicating bureaucracy, conflicts, and inefficiency."

He has called for the consolidation of the universities into 20 or 25 regional and specialized institutions.

"The universities don't have money to pay their electricity, water, or telephone bills, much less for laboratory supplies that are a basic component of a university's work," he said.

Peru's university history is the

oldest in the Americas, dating to 1541 when San Marcos National University was formed. In the 414 years from San Marcos's founding until 1955, only eight universities—all but one of them public—were founded.

System Burgeoned

After 1955, however, the country's higher-education system burgeoned. In less than four decades, 44 public and private universities have been established.

But the number of universities has grown much faster than the country's economy, causing a reduction, in real terms, of the resources available for higher education.

Today the government's budget for Peru's 28 public universities is \$100-million (U.S.)—roughly \$3.6-million for each institution, or an investment of a little less than \$10 for each of the country's 300,000 public university students.

"What is wrong with the higher-education system in Peru is the number of universities," Mr. Sota said in an interview. "The role of the university here has been con-

solidated with the number of universities."

The underlying problem, Mr. Sota said, is that many of the country's universities were not founded to further higher education, but for political reasons.

"Universities were created as appendages of political parties or as a way to get elected," he added. "For a congressman or senator to

"The universities

don't have money to pay their electricity,

water, or telephone

bills, much less for

laboratory supplies."

get more votes, universities were established, without any thought about how they were going to be maintained or financed."

Mr. Sota is highly critical of many of the country's private institutions, which he has described as "chalk-and-blackboard universities." Many of the institutions, he

added, do not fulfill the basic idea of what a university should be.

"They buy a house, some chairs, hire professors, put up a sign, and call themselves a university," he said. "It doesn't seem important that they lack libraries, laboratories, and the basic infrastructure necessary for learning."

Support From Rectors

Since Mr. Sota proposed reducing the number of universities in Peru, a number of members of the rectors' group have come forward to support the idea.

"With the consolidation of the universities, it may be possible to leave behind some of the problems we are currently forced to deal with," said Pedro Villena Hidalgo, president of San Cristóbal University in the department of Ayacucho.

Alberto Coayla Vilca, president of Jorge Basadre National University in the southern department of Tacna, said that his university had in many ways already put Mr. Sota's idea into practice.

For the past five years, he noted, Jorge Basadre University has run exchange programs with universi-

ties in the neighboring departments of Puno and Arequipa.

Alfonso Ramos Goldres, the president of the national teachers' college, commonly known as La Cantuta, said the consolidation might prove to be the solution to the financial crisis facing the universities.

He cautioned, however, that a comprehensive study should be done to identify what sort of problems may arise.

Although the proposal has been received by the rectors with some enthusiasm and optimism, the National Federation of University Employees of Peru has been skeptical. "The proposal lacks any sort of guidelines and, as such, cannot be discussed," said Pedro Carlin, general secretary of the employees group.

In a country where only 20 percent of the work force is employed in full-time jobs, the federation's 18,000 members are concerned that the consolidation of universities would mean a drastic reduction in non-academic personnel. "If the number of universities is reduced by half, it is only logical that there will be reductions in staffing," Mr. Carlin said. "The reductions could destroy the right to labor stability."

International

Name Dropping

SO WHAT DID YOU DO ON your summer vacation?

Scellia Campoverde, professor of social work at Florida Atlantic University, decided to spend it experiencing at first hand the trials that the Guatemalans whom she works with in Florida underwent to get there. In early June she traveled to Guatemala, where, after visiting with relatives of her clients, she paid a guide \$800 to lead her through Mexico to the U.S. border. After days on dangerous (and cold) trails, the 55-year-old professor finally declared she had enough.

Leaving the rest of her group, who had no choice but to enter the U.S. illegally and who faced three hard days before attempting to cross the border at Tijuana, Ms. Campoverde took the bus to Brownsville, Tex.

Back in Florida, she said: "I feel so much closer to the Guatemalans. As a human being I have changed. I have become definitely more humble in my beliefs about myself."

In these days when the average tenure of college presidents is little more than five years, the Rev. Raymond Baumhart is a rarity: When he leaves office as president of Loyola University Chicago next July 31, he will have been in office 23 years.

Troubles continue at Paul Quinn College: After the college's president, Warren W. Morgan, stepped aside in March under pressure from the Board of Trustees, Winston Powers was named interim president. Late last month, Mr. Powers resigned for health reasons.

T. Boone Pickens, Texas businessman and former chairman of the Board of Regents of West Texas State University, has asked the university to drop his and his wife's names from a lecture series. The ties between Mr. Pickens and Ed D. Roach, the controversial former president of the university, have been subject to intense scrutiny.

In his letter, Mr. Pickens wrote: "It is clear that the present administration doesn't have the same interest as the prior one did. Consequently, I believe it would be appropriate to remove our names from the lecture series."

When Lawrence K. Pettit resigned as chancellor of the Southern Illinois University system last summer, he said he would return to the university as a tenured professor in its Department of Higher Education after serving a year as a fellow at the American Council on Education in Washington.

Last month Mr. Pettit accepted the presidency of Indiana University of Pennsylvania. He had earlier been a finalist for the presidencies of the University of Colorado and East Tennessee State University.

Last December we reported that contestants on a television game show had difficulty remembering Lauro Cavazos. To add insult to injury: A recent biography of Bill Clinton contains a photograph of Mr. Clinton, George Bush, and Mr. Cavazos at the 1989 Education Summit. Mr. Cavazos, then Secretary of Education, is incorrectly identified as Iowa Gov. Terry E. Branstad.

As expected (Name Dropping, July 8), Julius L. Chambers was named chancellor of North Carolina Central University. He will take office in December.

British Government Refuses to Help Pay for Faculty Raise

By DAVID WALKER

LONDON

Ten weeks after university faculty members and vice-chancellors agreed on a 1992 pay raise of 7 per cent, government officials condemned the increase as excessive and are refusing to help pay for it.

The Committee of Vice-Chancellors, which says the universities' own budgets cannot finance the increase without a special government grant, is now considering a lawsuit against the Department of Education.

It was only after the Cabinet rejected a report by the Top Salaries Review Body that recommended substantial raises for judges, military officers, and civil servants, that it intervened in the universities' dealings on faculty pay. Until then it appeared that the salary agreement would be accepted by the government.

The government's anxiety about salaries paid to public employees stems from Britain's growing economic difficulties.

Although government grants account for only two-thirds of the budgets of British universities, professors are regarded as public employees.

"The position we have taken reflects the overriding public interest in moderating pay settlements and the growth of public spending," said Higher Education Minister Nigel Forman.

"Who Manages?"

The ambiguity about the government's role in setting faculty compensation led Stewart Sutherland, vice-chancellor of London University and the universities' spokesman on salary issues, to ask, "Who manages the universities?"

"The vice-chancellors do," he answered. "We have reached a settlement at a level we consider necessary to deliver the high-quality

service the public expects of us."

The government is refusing to give about \$46-million to the universities in supplemental salary funds.

8% for Schoolteachers

The vice-chancellors say that without such funds they cannot afford the raises that they had negotiated with the professors.

Diana Warwick, general secre-

tary of the Association of University Teachers, said the government had singled out professors as "victims of their new public-pay policy." She pointed out that teachers in elementary and secondary schools had recently made a deal for an increase of nearly 8 per cent.

The government has indicated a willingness to accept a compromise pay increase of less than 5 per cent, provided faculty members increase their "productivity."

Brazil's Minister of Education Resigns in Anger Over Government Corruption

By DANIELA HART

SAO PAULO

Brazil's Minister of Education, José Goldemberg, resigned last week because of what he said were unbearable pressures to allocate resources from the ministry for political purposes.

"When I joined the government in 1990, initially as Secretary of State for Science and Technology and later as Minister of Education, there was a program for modernizing the country," he said. "Now the government is no longer concerned with the problems of the country, but only with keeping itself in office."

Mr. Goldemberg's resignation came as the prospect of impeachment proceedings against the country's president, Fernando Collor de Mello, appeared more and more likely. A parliamentary committee investigating the activities of a close friend and associate of the president, Paulo Cesar Farias, has uncovered evidence of corruption in the government.

Newspapers in Brazil have carried many reports on how the investigation has led to intense pressure on officials like Mr. Goldemberg to use government funds to guarantee the support of the presi-

dent's political allies so as to defeat a vote for impeachment in congress.

Mr. Goldemberg, a former rector of the University of São Paulo and a former president of the Brazilian Society for the Progress of Science, belongs to no political party. He was the first Minister of Education in decades to come from an academic background.

High Expectations

When he took office two years ago, academics had high hopes that education in the country would be improved. With the appointment of his successor, Eraldo Tinoco, many academics are again worried about the prospects for education. Mr. Tinoco was serving as an elected Federal Deputy in Brazil's Congress when he was appointed minister. Education officials seem to know little of his background other than that he is a politician and not an educator.

"This is undoubtedly a regression," said Ennio Candotti, president of the Brazilian Society for the Progress of Science. "With the government going back to choosing a Minister of Education according to political criteria, there is no hope of reforms in education."

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



James P. O'Brien
Virginia Academy
of Science



Madeleine W. Adler
West Chester U.
of Pennsylvania



Domna C. Stanton
Modern Language
Association

Joan Connell
Canisius College



Phlomena Mantella
Fairleigh Dickinson
University

Denis Calandra
University
of South Florida

■ **New college and university chief executives:** Austin Community College (Minn.), Vicky R. Smith; Hampden-Sydney College, Lieut. Gen. Samuel V. Wilton; Indiana University of Pennsylvania, Lawrence K. Pettit; North Carolina Central University, Julius L. Chambers; Southern Ohio College, Vincent Zocco; West Chester University of Pennsylvania, Madeleine Wing Adler; Western Connecticut State University, James R. Roach.

■ **Other new chief executive:** American Osteopathic Association, Robert E. Draba.

Appointments, Resignations

Arthur J. Aston, vice-president for academic affairs at Ohio Northern U., to vice-president for academic affairs at Chatham College.

Carolyn T. Adams, professor and chairwoman of geography and urban studies at Temple U., to acting dean of the college of arts and sciences.

Madeleine Wing Adler, vice-president for academic affairs at Framingham State College, to president of West Chester U. of Pennsylvania.

Maria L. Alvarez, director of special events at Barry U., to director of residential life.

Janice M. Anderson, former personnel and planning director at Metropolitan State U. (Minn.), to executive assistant for external relations and personnel at Nancy Arai, director of residence edu-

cation at Virginia Commonwealth U., to associate dean for student affairs at Smith College.

Roland Barefoot, as associate director of planned giving at Furman U., to director.

Robert P. Barekka, professor of German at California State U. at Long Beach, to dean of the college at Centenary College (La.).

John W. Barham, dean of the division of continuing education at Texas Southmost College, to executive dean for corporate and extended learning at Suffolk Community College (N.Y.).

Bruce Barker, director of secondary education at Brigham Young U.-Hawaii, to professor and chairman of media and educational technology at Western Illinois U.

Raymond M. Barrows, national director of minority enrollment at U.S. Air Force Academy, to director of admissions at U. of Massachusetts-Dartmouth.

The Rev. Raymond Baumhart, president

of Loyola U. Chicago, has announced his retirement, effective no later than July 31, 1993.

Larry G. Bonnedel, vice-president for student affairs and associate professor of education at U. of Southern Maine, to dean of Homewood student services at Johns Hopkins U.

Wanda D. Bigham, president of Telkoy Marycrest U., has resigned.

Karen A. Bray, resident director at U. of Florida, to area residence coordinator and director of student programs at Washington and Jefferson College.

Denis Calandra, professor of theater at U. of South Florida, to chairman of the department.

Louise A. Calligaris, director of student activities at American U., to dean of student affairs at Chatham College.

Stephen Childs, professor of law at Wayne State U., to interim dean of the law school.

Ole Cary, professor of history at Amherst College, has retired.

Continued on Following Page

THE CHRONICLE OF HIGHER EDUCATION

Index

VOLUME XXXVIII
August 28, 1991 - August 12, 1992

Order your copy NOW.
It's free to subscribers.

The next news index will be available in September. Since a limited number of copies will be printed, it's important to reserve yours now.

The index will be free to any subscriber who asks for one by August 31. Non-subscribers and latecomers may order a copy for \$4, while the supply lasts.

Circulation Department
The Chronicle of Higher Education
1255 Twenty-Third Street, N.W.
Washington, DC 20037

☐ I am a Chronicle subscriber. Please send me a copy of the Index. (After August 31, enclose \$4.)

☐ I am not a subscriber. Enclosed is my \$4.

Name

Institution

Address

City

State

Zip Code

92-1

Gazette

Julius L. Chambers, director of NAACP Legal Defense and Educational Fund, to be director of the National Center for the Study of African American Life, effective January 1.

Doré Charbonneau, consultant in Los Angeles, to be director of annual giving at California Institute of Technology.

Stephen D. Christensen, former director of major gifts at U. of California at Irvine, to be director of major gifts at California State U. at San Bernardino.

Henry Steele Commager, John Woodruff Simpson Lecturer at Amherst College, has retired.

Juan Connell, former vice-president for academic affairs and professor of history at Xavier U. (Ohio), to be vice-president for academic affairs at Canisius College, effective December 1.

John Connolly, professor of philosophy at Smith College, also to be director of curriculum and faculty development.

Art Constantine, associate vice-president for student affairs at U. of Toledo, to be vice-president for student affairs at Evergreen State College.

Haskell R. Coplin, professor of psychology at Amherst College, has retired.

W. A. Cuny, acting chairman of mechanical engineering at Louisiana State U., to be chairman.

Ellen Gurtis-Pierce, associate dean for academic programs in the school of education at California State Polytechnic U. at Pomona, to be dean of the college of education at Saginaw Valley State U.

Maylene Darr, former counselor at Rio Hondo College, to be program coordinator for the applied behavioral science program at National-Louis U.

Ann J. Davis, professor of history and black studies at Amherst College, has retired.

Henry C. Dawson, dean of admissions and financial aid at Emory and Henry College, to be executive assistant to the president.

Robert W. Day, program director at Texas Higher Education Coordinating Board, to be chairman of business and technology at Dabney S. Lancaster Community College.

Richard S. Diehl, former associate minister at First Presbyterian Church (Olatheville, Mo.), to be director of the Lay Institute of Faith and Life at Columbia Theological Seminary (Ga.).

Glenn A. Donnelly, associate professor of nursing at St. Louis U., also to be dean of the school of nursing.

Alfred G. Eberly, Jr., director of alumni relations at Marquette U., to be director of community relations.

James K. Edwards, former professor of civil engineering at U. of Massachusetts at Amherst, to be professor of environmental engineering at Rensselaer Polytechnic Institute.

Robin Fallon, regional sales manager at Coeur d'Alene Resort (Coeur d'Alene, Idaho), to be assistant director of planned giving at Gonzaga U.

William L. Ferguson, vice-chancellor for business affairs at Louisiana State U. at Shreveport, has announced his retirement, effective September 30.

Cecilia Fernandez, vice-president for academic services and undergraduate education at U. of Arizona, also to be interim vice-provost for arts and sciences.

Monroe W. Fleming, Jr., executive vice-president at U. of the Pacific, to be executive vice-president and provost at Mercer U.

Branda Fulle, consultant in South Burlington, Vt., to be coordinator of student-development programming at Franklin College (Ind.).

Faith Gabelnick, dean of the honors college at U. of Maryland at College Park, to be dean of faculty at Mills College.

Tom Gallagher, director of computing and network services at Kansas State U., to be director of systems development in the provost's office.

John M. Garber, assistant director of the Illinois Agricultural Experiment Station at U. of Illinois at Urbana-Champaign, to be associate director of cooperative extension and associate dean of the college of food and natural resources at U. of Massachusetts at Amherst.

William E. Gilson, former director of the School of Journalism at Louisiana State U., to be associate professor of mass communication at Southern U.

Mary Beth Ginter, adjunct professor of Spanish at Henry Ford Community College, to be manager of foreign-language and cultural-training programs at U. of Detroit Mercy.

Reino Gonzalez, director of student financial aid at U. of Texas at San Antonio, also to be assistant vice-president for student services.

Madeline J. Goodman, assistant vice-president for academic affairs at U. of

Hawaii at Manoa, to be interim senior vice-president.

Robert F. Grose, professor of psychology and director of institutional research at Amherst College, has retired.

Danille B. Guernsey, professor of marriage and family therapy at Fuller Theological Seminary, to be director of graduate studies in family therapy at Seattle Pacific U.

Larry L. Guernsey, executive director of the Caltech Y at California Institute of Technology, to be dean of student development and campus life at Seattle Pacific U.

Robert V. Guthrie, professor of psychology at Southern Illinois U. at Carbondale, also to be director of the Black American Studies Program.

John Hardt, associate professor of English at Ferrum College, to be professor of English and dean of the college.

Milton K. Harkness, Jr., group senior vice-president at IBM Neenah Inc. (New York), to be vice-president for communications and development at Hamilton College.

Zane R. Hefner, head of the department of agricultural and resource management at Cooperative Extension at Rutgers U., to be director of Cooperative Extension.

Amory O. Johnson, associate dean of education at Amherst College, has retired.

Nevin W. Jones, special-projects manager at Davis Furniture Company (Black River Falls, Wis.), to be director of the Small Business Development Center at U. of Wisconsin at Eau Claire.

Mary L. Jones, chairman of physical education at Saint Mary's College (N.C.), to be dean of students.

Sandra A. Jones, head of the department of nursing at Bradley U., to be dean of the school of nursing at U. of Indianapolis.

Parandeh Khe, coordinator of international-scholar and faculty programs at Oregon State U., to be coordinator of international-student programs at California Institute of Technology.

William J. Kimmone, dean of the division of liberal arts and sciences at Gaston Community College, to be vice-president for academic and student affairs at Lawson State Community College.

Ruth A. Kitzner, director of corporate and foundation relations at Siena College, to be director of development at Chabot College.

Herbert L. Koerselman, chairman of music at Sam Houston State U., to be dean of the school of music at U. of Louisville.

Robbie Baker Kosak, executive director of the capital campaign at Illinois Institute of Technology, to be vice-president for university relations at Bucknell U.

Alan Kradtke, dean of the school of urban and regional planning at U. of Southern California, to be senior vice-president for government and international relations at Clark U. (Mass.), also to be dean of the college.

William A. Kuebler, professor of nursing at U. of Maryland at Baltimore, also to be chairperson of psychiatric and community health nursing.

Donald J. Krogstad, professor of medicine at Washington U. (Mo.), to be professor of tropical diseases, chairman of parasitology at Tulane U.

Pauline Kuylenstierna, assistant professor of educational administration at Washington State U., to be associate professor of educational administration and counseling at U. of Northern Iowa.

Todd Kuschnick, associate head men's basketball coach at U. of Wisconsin at Platteville, to be alumni director.

Paul L. LaCelle, professor and chairman of physiology in the school of medicine and dentistry at U. of Rochester, to be senior associate dean for academic affairs and research.

Robert LaPointe, director of development for the school of engineering and applied science at U. of California at Los Angeles, to be director of development at Gonzaga U.

Lawrence T. Lasnik, director of admissions at Berea College, to be director of admissions at Wilmington College (Ohio).

Louise T. Levy, assistant vice-president for enrollment management at Tri-State U., to be director of undergraduate admissions at Florida Institute of Technology.

Joe O. Lewis, vice-president for academic affairs at Georgetown College (Ky.), to be associate provost at Samford U.

Richard L. Lofley, professor of anatomy at U. of California at Los Angeles, also to be chairman of anatomy and cell biology.

Conan N. Louis, lawyer in Washington, to be executive secretary of the alumni association and associate vice-president for alumni relations at Georgetown U.

Gary R. Lowe, associate dean of the school of social work at Indiana U., to be dean of the school of social work at East Carolina U.

Steve Lowe, former director of computer systems at U.S. Military Academy, to be director of computing and information systems at Aurora U.

Jeanette M. Ludwig, associate professor of French at State U. of New York at Buffalo, also to be associate vice-provost for undergraduate education.

Earl W. MacArthur, president of State U. of New York College of Technology at Canton, has announced his retirement, effective January 1.

Nancy M. MacKnight, assistant vice-chancellor at U. of Maine State, to be interim vice-chancellor for academic affairs.

Shella Mammen, associate professor of consumer studies at U. of Massachusetts at Amherst, also to be head of the department.

Philomena Mantella, vice-president for student affairs at State U. of New York State College of Optometry, to be associate vice-president for enrollment services at Fairleigh Dickinson U.

Alan R. Martin, former dean of college life and development at Matacatu Community College, to be dean of students at Housatonic Community College.

William L. Martin, vice-president for development at Carroll College (Wis.), to be vice-president for university advancement at Aurora U.

Ernest A. Martinez, president and superintendent of Cerritos Community College District, to be deputy to the chancellor for community colleges at State U. of New York system.

John O. McDaniel, senior vice-president and professor of education at Olivet College, to be vice-president for development at Thiel College.

Patricia A. McInnis, associate vice-president for information resources at Indiana U., to be associate vice-president and professor of environmental sciences at U. of Virginia.

James E. McMillan, assistant to the president for legal services at Youngstown State U., to be director of public relations.

Dennis L. McDougald, area coordinator in the department of residence life at West Georgia College, to be director of student development and ethnic-diversity affairs at Hiram College.

John R. O. McLean, dean of the faculty at State U. of New York College of Technology at Canton, has retired.

John L. McWhorter, executive director of the Council for Higher Education of the Western North Carolina Conference of the United Methodist Church, to be director of planned giving at Pfeiffer College.

Andrew L. Meyer, assistant dean of continuing education at Anne Arundel Community College, to be acting dean of continuing education and extended-learning programs.

L. William Miles, former chairman of the board of trustees at Fairfield U., to be vice-president for administration.

Michael Mond, director of the counseling center at U. of Maryland-Baltimore County, to be director of the Counseling and Student Development Center at Johns Hopkins U.

Kathy Montes, benefits manager at City of Hope (Los Angeles), to be manager of benefits at California Institute of Technology.

James R. Moore, associate director of the Multicultural Student Services Center at George Washington U., to be director of the office of minority-student services at Johns Hopkins U.

Harry A. Morrison, head of the department of chemistry at Purdue U., to be dean of the school of science.

William J. Moseley, director of the center for preparation of educators for minority children at Western Illinois U., to be chairman of elementary, reading, and special education at Morehead State U.

Herbert L. Munroe, Jr., associate professor of medicine at U. of Maryland at Baltimore, also to be chairman of family medicine.

Frank J. Murphy, former academic director at the U. of Maryland, to be executive director of the university's Atlanta Academic Center.

Robert Nicholson, member of the student-life staff at U. of Wisconsin at Stevens Point, to be vice-president for student development at Mount Mercy College.

Mohammed H. Noori, associate professor of engineering at Worcester Polytechnic Institute, to be head of the department of mechanical engineering.

Rafael A. Nunez-Cedeño, acting head

of the Latin American Studies Program at U. of Illinois at Chicago, to be head.

James E. Ostendorf, professor of physical education at Amherst College, has retired.

Donald E. Palumbo, chairman of English at Shippensburg U., to be chairman of English at East Carolina U.

Linda Parker, chairperson of central reference services in the library at U. of Nebraska at Lincoln, to be chairperson of public services.

Margaret Ralston Payne, special assistant to the vice-provost for student affairs at Kent State U., to be director of corporate and foundation relations.

Lesley A. Perry, professor of nursing at U. of Maryland, also to be associate dean for undergraduate studies and outreach in the school of nursing.

Lawrence N. Pettit, former chancellor of Southern Illinois U. system, to be president of Indiana U. of Pennsylvania.

Donald S. Pihlkin, professor of anthropology at Amherst College, has retired.

Winston Powers, interim president of Paul Quinn College, has resigned.

Rebecca F. Quatbaum, dean of graduate studies at Tennessee Technological U., to be dean of graduate studies and extended education.

James L. Rogers, professor of political science at U. of Georgia, to be professor of environmental policy at Tulane U.

David H. Rolly, professor of education administration and research at U. of North Carolina at Greensboro, to be graduate dean at the Citadel.

Donald R. Ryan, dean of instruction at Florence-Darlington Technical College, to be vice-president for training and continuing education at Lake Washington Technical College.

James D. Riley, associate dean of the college of education at Northeastern State U. (Okla.), to be head of the department of teacher education at Eastern Michigan U.

James R. Rios, president of U. of Maine at Presque Isle, to be president of Western Connecticut State U.

C. Craig Rogers, associate director of development at Mars Hill College, to be director of current support at Hampden-Sydney College.

Jennifer E. Roseman, reporter at *The Spokesman-Review* (Spokane, Wash.), to be director of communications and development at Community Colleges of Spokane.

John E. Russell, dean of admissions and enrollment planning at Adelphi U., to be director of undergraduate enrollment at Drexel U.

John E. Sasser, associate professor of education at Marshall U., to be associate professor of education at Morehead State U. (Ky.).

H. Dwight Satterwhite, associate director of bands at U. of Georgia, to be director.

Douglas Y. Shapiro, professor of marine sciences at U. of Puerto Rico, to be head of the biology department at Eastern Michigan U.

Walter Strong, professor of education at U. of Pittsburgh, to be dean of the school of education at DePaul U.

Charles W. Stizmore, associate dean of the graduate school of business at Stanford U., to be vice-president for university relations at Santa Clara U.

Judy Bookner Sloan, visiting professor of law at Southwestern U. School of Law, to be professor.

Violet R. Smith, dean and campus director of Jefferson College-North (Mo.), to be president of Austin Community College (Minn.).

Joseph H. Stauss, former associate vice-president for affirmative action at U. of Arizona, to be director of the university's American Indian Studies Program.

William J. Steward, senior vice-president for university relations at Wayne State U., to be executive vice-president of Meharry Medical College.

Cynthia M. Stuart, director of admissions at U. of New Mexico, to be director of admissions and student-outreach services.

Paul R. Sullivan, film maker in Saranac Lake, N.Y., to be director of development research at Paul Smith's College of Arts and Sciences.

Barbara M. Telford, interim assistant to the president for human diversity at Kutztown State U., to be assistant to the president.

John Tewarison, special assistant to the president at Ohio U., to be assistant vice-president for academic affairs at West Virginia State College.

James R. Thley, assistant vice-president for personnel at U. of Michigan, has announced his retirement, effective July 1, 1994.

Frank A. Trepp, Winifred L. Arms Professor of the Arts and Humanities at Amherst College, has retired.

Don Troyer, chairman of elementary

education and reading at College Construction Loan Insurance Association.

James Spinnell, associate director of center for continuing education at Hamilton State College, has been elected president of New Jersey Association of Continuing Learning.

James C. Stanton, professor of French studies at U. of Michigan, to be editor of *PMLA*, the journal of the Modern Language Association of America.

Hervey Wallace, city attorney in Fresno, Calif., to be associate professor of criminal law at California State U. at Fresno.

Richard K. Worthington, associate professor of political science at Rensselaer Polytechnic Institute, to be associate professor of political science at Pomona College.

David Westerhaus, former assistant dean of students and director of residence education at Butler U., to be director of student activities at Milwaukee School of Engineering.

Maureen Westerlund, director of university advancement at New Jersey Institute of Technology, to be assistant vice-president.

Leont. Gen. Samuel V. Wilson, adjunct professor of political science at Hampden-Sydney College, to be president.

Richard O. Wolfe, professor of doctoral studies at Gonzaga U., to be associate academic vice-president.

Barbara A. Wyles, dean of instruction at Piedmont Virginia Community College, to be provost of the Alexandria campus of Northern Virginia Community College. (This corrects an item that appeared in *The Chronicle*, July 29.)

The Rev. M. Donald Zewe, associate professor of sociology at Le Moyne College, has retired.

Vincent Zocco, president of National College (S.D.), to be president of Southern Ohio College.

IN THE ASSOCIATIONS

Lynne Allison, manager of public relations at National School Boards Association, to be executive coordinator of the Institute for Workplace Learning at American Society for Training and Development.

Linda K. Berkshire, former executive director for education finance at National Association of Independent Colleges and Universities, to be vice-president for industry relations at College Construction Loan Insurance Association.

Irene Browne, director of corporate planning and development at Howard Young Health Care (Wis.), to be vice-president for surveillance at College Construction Loan Insurance Association.

Arthur Casanova, former chief development officer at Albany Law School of Union U., to be vice-president for development at American Bible Society.

Carol N. Campbell, vice-president and treasurer at Carleton College, has been named chairperson-elect of National Association of College and University Business Officers.

G. Joseph Carter, vice-chancellor for business affairs at Western Carolina U., to be chairperson of National Association of College and University Business Officers.

Robert E. Draba, former vice-president for administration at Chicago Osteopathic Health Systems and former associate professor of medical education at Chicago College of Osteopathic Medicine, to be executive director of American Osteopathic Association.

Gary E. Feltwell, assistant vice-president for credit analysis at Student Loan Marketing Association, to be vice-president for credit policy and research at College Construction Loan Insurance Association.

David P. Faxon, professor of medicine at Boston U., has been elected president of Massachusetts Affiliate of American Heart Association.

David P. Kraft, executive director of health services at U. of Massachusetts at Amherst, has been elected president of American College Health Association.

Mary E. Kutz, general counsel and vice-president for legal affairs at Michigan State U., has been elected president of National Association of College and University Attorneys.

The Rev. Paul Locatelli, president of Santa Clara U., has been elected chair of Association of Independent California Colleges and Universities.

James P. O'Brien, professor of psychology at Tidewater Community College at Virginia Beach, has been named president-elect of Virginia Academy of Science.

Gail Peschel, director of career services and alumni relations in the law school at Valparaiso U., has been named president-elect of National Association for Law Placement.

Stanley W. Quirk, president of acc. inc. (Norfolk, Va.), to be vice-president for in-

Gazette

Gazette

Coming Events

A symbol (s) marks items that have not appeared in previous issues of *The Chronicle*.

AUGUST

19: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, William Jewell College, Liberty, Mo. Contact: Wayne Warnecke, (414) 565-1213, fax (414) 565-1306.

20-22: Intuition. Annual conference, Global Intuition Network, York University, Toronto. Contact: Rebecca Jubis, (416) 736-5252, fax (416) 736-5679.

20-24: Sociology. Annual meeting, American Sociological Association, Pittsburgh. Contact: (202) 833-3410.

27-28: Animals. Workshop on federal regulations on care of research animals, National Institutes of Health and other sponsors, Idaho State University, Pocatello, Idaho. Contact: Jim Peck, (208) 236-3895, fax (208) 236-4570, or Roberta Sonneck, (301) 496-7163, fax (301) 402-3803.

27-28: Information systems. Annual conference, International Association for Computer Information Systems, Marriott Hotel, New Orleans. Contact: Betty A. Kleen, (504) 448-4191.

30-September 2: Information. "Information Technology—Tools for Transforming Administration," symposium, University of California, Los Angeles. Contact: Liz Dietz, (310) 825-5329.

30-September 4: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana Uni-

versity, Boulder, Colo. Contact: Center on Philanthropy, (317) 274-7063.

31-September 3: Disabilities. "Americans With Disabilities Act," workshop, College and University Personnel Association, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry. Interna-

tion, New York. Contact: CUPA, (202) 429-0311, ext. 6.

31-September 3: Chemistry

Coming Events CONTINUED

6: International studies. "Democracy and Democratization in Malawi," colloquium, Malawi Institute of International Affairs, Washington, Contact: Malawi Institute, P.O. Box 70257, Washington 20024-0257; (202) 723-7010.

7
Labor Day

9-11: Cooperative education. "Co-op 101," conference, Southeastern Training Center for Cooperative Education, Norfolk, Va. Contact: Roy T. Oregan, Jr., or William D. Taylor, STCEC, University of Alabama, 70700, Tuscaloosa, Ala. 35487-0388; (205) 348-6422.

9-11: Fund raising. "Workshop for Newcomers in Development," Council for Advancement and Support of Education, Philadelphia. Contact: CASE, (202) 328-5900.

10-12: Libraries. Annual users-group meeting, CARL Systems Inc., Denver. Contact: CARL Systems Inc., 3801 East Florida Street, Suite 300, Denver 80210; (303) 758-3030.

10-12: Museums. Annual conference, African American Museums Association, Marriott Hotel, Dayton, Ohio. Contact: Jocelyn Robinson-Hubbuch, (513) 376-4944 or AAMA, P.O. Box 548, Wilberforce, Ohio 45384.

11: Affirmative action. "Expanding the Dialogue: Affirmative Action in the 21st

Century," regional conference, American Association for Affirmative Action, Eugene, Ore. Contact: Diane Wong, Special Assistant to the President, Office of the President, University of Oregon, Eugene, Ore. 97403; (503) 346-3034.

11: Education. "National Motivational Educational Forum," University of Michigan, Flint, Mich. Contact: University of Michigan at Flint, Extension and Continuing Education, 303 East Kearsley Street, Flint, Mich. 48902-2186; (313) 762-3200, fax (313) 762-3682.

11: Personnel. "Compensation in the 90's," seminar, College and University Personnel Association, Ramada Inn, Manhattan, Kan. Contact: CUPA, 1333 20th Street, N.W., Suite 303, Washington 20036; (202) 429-0111, ext. 6, fax (202) 429-0149.

11: Personnel. "Managing Benefits—Staying Current Amid Change," seminar, College and University Personnel Association, Seattle University, Seattle. Contact: CUPA, 1333 20th Street, N.W., Suite 303, Washington 20036; (202) 429-0111, ext. 6, fax (202) 429-0149.

11-13: Minorities. "Barriers Beyond the Classroom: Enhancing Minority Achievement," conference, Indiana University, Kokomo, Ind. Contact: Donald Lane, Director, Division of Continuing Studies, Indiana University at Kokomo, 2300 South Washington Street, P.O. Box 9003, Kokomo, Ind. 46904-9003; (317) 455-9404.

12-14: Telecommunications. Annual meeting, Telecommunications Policy Research Conference, Solomons, Md. Contact: TRPC, P.O. Box 19203, Washington 20036.

12-15: Alumni. "Community Service Through Alumni Networks," conference, Council for Advancement and Support of Education, South Bend, Ind. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

12-16: International issues. "James E. Smith Memorial Midwest Conference on World Affairs," University of Nebraska, Kearney, Neb. Contact: Mary Deake, (308) 234-8758.

12-18: Business. "New Partnerships—New Horizons: Building a Quality Workforce," annual conference and exposition, National Alliance of Business, Fontainebleau Hilton Resort and Spa, Miami Beach. Contact: NAB, 1201 New York Avenue, N.W., Washington 20005-3917; (202) 389-3888.

12-18: Equal opportunity. "Opportunity and Diversity: A Model for the 21st Century," annual conference, National Council of Educational Opportunity Associations, Omni Shoreham Hotel, Washington. Contact: Randy Gunter, Conference Chair, Georgia Southern University, Landon Box 8071, Statesboro, Ga. 30460; (912) 681-5458.

12-18: Research administration. Annual meeting, Society of Research Administrators, Hilton at Walt Disney World Village Hotel, Orlando, Fla. Contact: SRA, 500 North Michigan Avenue, Suite 1400, Chicago 60611; (312) 661-1700.

12-17: Health. "Communicating the Magic of Wellness," regional conference on wellness, National Wellness Institute, Menucha Retreat and Conference Center, Portland, Ore. Contact: NWI, 1319 Fremont Street, Stevens Point, Wis. 54481; (715) 346-2172.

12-17: Information technology. "Information Technology: It's for Everyone,"

annual conference, Library and Information Technology Association, Colorado Convention Center, Denver. Contact: Linda J. Knutson, LITA, 50 East Huron Street, Chicago 60611; (312) 280-4270.

12-18: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, at Orlando, Fla. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.

12-18: Libraries. Management-development program for library administrators, Miami University, Oxford, Ohio. Contact: Center for Management Development, Richard T. Farmer School of Business Administration, Miami University, 141-H Laws Hall, Oxford, Ohio 45056-1675; (513) 529-2132, fax (513) 529-6992.

14: Congress. "Understanding Congress," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-3250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

14-17: Libraries. "Library-Management Skills," institute, Office of Management Services of Association of Research Libraries, Wayne State University, Detroit. Contact: Gloria Haws, (202) 332-8656.

14-18: Diversity. "Valuing Diversity: Training for the Users of the Valuing Diversity Film Series," workshop, Copeland Griggs Productions, Miyako Hotel, San Francisco. Contact: Copeland Griggs Productions, 302 23rd Avenue, San Francisco 94121; (415) 668-4200, fax (415) 668-6004.

14-18: Alumni. "Community Service Through Alumni Networks," conference, Council for Advancement and Support of Education, South Bend, Ind. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

14-18: International issues. "James E. Smith Memorial Midwest Conference on World Affairs," University of Nebraska, Kearney, Neb. Contact: Mary Deake, (308) 234-8758.

14-18: Business. "New Partnerships—New Horizons: Building a Quality Workforce," annual conference and exposition, National Alliance of Business, Fontainebleau Hilton Resort and Spa, Miami Beach. Contact: NAB, 1201 New York Avenue, N.W., Washington 20005-3917; (202) 389-3888.

14-18: Equal opportunity. "Opportunity and Diversity: A Model for the 21st Century," annual conference, National Council of Educational Opportunity Associations, Omni Shoreham Hotel, Washington. Contact: Randy Gunter, Conference Chair, Georgia Southern University, Landon Box 8071, Statesboro, Ga. 30460; (912) 681-5458.

14-18: Research administration. Annual meeting, Society of Research Administrators, Hilton at Walt Disney World Village Hotel, Orlando, Fla. Contact: SRA, 500 North Michigan Avenue, Suite 1400, Chicago 60611; (312) 661-1700.

14-17: Health. "Communicating the Magic of Wellness," regional conference on wellness, National Wellness Institute, Menucha Retreat and Conference Center, Portland, Ore. Contact: NWI, 1319 Fremont Street, Stevens Point, Wis. 54481; (715) 346-2172.

14-17: Information technology. "Information Technology: It's for Everyone,"

annual conference, Library and Information Technology Association, Colorado Convention Center, Denver. Contact: Linda J. Knutson, LITA, 50 East Huron Street, Chicago 60611; (312) 280-4270.

14-17: Fund raising. "The Fund Raising School: Fund Raising With Limited Budgets," Indiana University, New Orleans. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.

14-18: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, at Orlando, Fla. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.

14-18: Culture studies. "The Americanization of Culture," conference, University of Wales, Swansea, Wales. Contact: Candice Hepworth, American Studies Centre, University of Wales, Swansea SA2 8PP, Wales, United Kingdom; fax (011) 44-792-295719.

14-19: Journalism. Annual convention and trade show, National Newspaper Association, Sheraton Harbor Island Hotel, San Diego. Contact: NNA, 1627 K Street, N.W., Suite 400, Washington 20006-1790; (202) 462-7200.

17: Shakespeare. "Shakespeare Authorship—Uncovering Shakespeare's Ancestors," videoconference, GTS Service Corporation. Contact: (800) 828-3465.

17-18: American history. "Lincoln's Life, Times, and Legacy," conference on Abraham Lincoln, Louisiana State University, Shreveport, La. Contact: William D. Pedersen, Political Science Department, Louisiana State University, One University Place, Bronson Hall 451, Shreveport, La. 71115-2301.

17-18: Animals and research. "Refinement and Reduction Strategies in Animal Testing," conference, Society for Animal Welfare, Philadelphia. Contact: scaw, 4805 St. Elmo Avenue, Bethesda, Md. 20814; (301) 654-6390, fax (301) 907-3993.

17-18: Education reform. "Education Reform: Are We Making the Grade?" conference, Partnership for Education Journal, Longboat Key Hilton Hotel, Sarasota, Fla. Contact: Partnership for Education Journal, P.O. Box 210, Ellen, Fla. 34222-0210; (813) 776-2555.

17-18: Faculty development. "How to Become a Professional Consultant," workshop for faculty members, University of Alabama, Tuscaloosa, Ala. Contact: Geri Stone, (205) 348-6225.

17-18: Fund raising. "Marketing and Soliciting Major Planned Gifts," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

17-18: International education. "Higher Education Reform in Europe and America," international conference, American Association of University Administrators and other sponsors, Innsbruck, Austria. Contact: Virginia L. Pucci, Governors State University, University Park, Ill. 60466; (708) 534-5000.

17-18: Health care. "Interdisciplinary Health-Care Team Conference," Bowling Green State University, Allerton Hotel, Chicago. Contact: College of Health and Human Services, Bowling Green State University, Bowling Green, Ohio 43403-0280; (419) 372-8243, fax (419) 372-2897.

17-18: International education. "Study Abroad in Africa," seminar, NAFAA: Association of International Educators, Washington. Contact: Brad Snyder, (202) 462-4811, fax (202) 667-3419.

18-19: Art history. "Front Range Symposium in the History of Art," Denver Art Museum and University of Colorado, Boulder, Colo. Contact: Erika Doss, Department of Fine Arts, University of Colorado, Boulder, Colo. 80309-0318; (303) 492-4483.

18-19: Philosophy. "The Philosophy of Alan Dugas," conference, University of Chicago, Chicago. Contact: Philosophy Department, Classics 17, University of Chicago, Chicago 60637.

18-20: Art. "Value in American Wildlife Art," forum, Roger Tory Peterson Institute, Jamestown, N.Y. Contact: William Sharp, Director of Education Programs, Roger Tory Peterson Institute, 110 Marvin Parkway, Jamestown, N.Y. 14701; (716) 665-2473, fax (716) 665-1794.

18: Faculty development. "Advanced Professional Consulting," workshop for faculty members, University of Alabama, Tuscaloosa, Ala. Contact: Geri Stone, (205) 348-6225.

18-23: Laboratories. Annual meeting, American Council of Independent Laboratories, Ritz-Carlton Hotel, Philadelphia. Contact: ACIL, 1629 K Street, N.W., Washington 20006; (202) 887-5872, fax (202) 887-0021.

20: Admissions. College fair, National Association of College Admission Counselors, Birmingham-Jefferson Civic Center, Birmingham, Ala. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222, fax (703) 836-8015.

20: Information services. "The Breakout Years: Technology Challenges for Information Services," fall meeting, Association of Information and Dissemination Centers, Philadelphia. Contact: Jeanette Webb, P.O. Box 8105, Athens, Ga. 30603; (706) 542-6820.

20-23: Software. "Annual Knowledge-Based Software-Engineering Conference," Rome Laboratory and Association for Computing Machinery, Tysons Corner, Va. Contact: W. Lewis Johnson, University of Southern California, Information Sciences Institute, 4676 Admiralty Way, Marina del Rey, Cal. 90292-6695; (310) 822-1511.

20-28: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, San Francisco and Washington. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063.

20-28: Minorities. "The African-American Experience in the United States," seminar, Council on International Educational Exchange, Southern University, Baton Rouge, La. Contact: crie, 205 East 42nd Street, New York 10017; (212) 661-1414, ext. 1455.

20-27: Preservation technology. Annual conference, Association for Preservation Technology International, Sheraton Society Hill Hotel, Philadelphia. Con-

Gazette

Gazette

at Heidi Hauan, (812) 855-6451, or Susan Johnson, (800) 338-9126.

21-22: Fund raising. "How to Find—Win—Foundation and Corporate Grants," seminar, David G. Bauer Associates, Holiday Inn-Georgetown, Washington. Contact: DOBA, Suite 248, 304 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.

21-28: Engineering. "The Future of a Teaching, Research, and Application," international symposium, Technical University of Vienna, Vienna. Contact: Mark Fritz, Department of Precision Engineering and Mechatronics, Technical University of Vienna, Gusshausstrasse 27, A-1040 Vienna, Austria.

25: Non-traditional education. "New Pathways to a Degree: Using Technology to Open the College," workshop, Annenberg/CRA Project, Augusta, Me. Contact: Annenberg/CRA Project, 901 E Street, N.W., Washington 20004; (202) 832-6000 or Bob Tolson, Center for Distance Education, University of Maine, Augusta, Me. 04330; (207) 621-3374.

25-26: Developmental studies. "Maintaining an Emphasis on the Individual," fall conference, North Carolina Association for Developmental Studies, Radis-

son Hotel, High Point, N.C. Contact: (704) 463-1360, ext. 2620.

23-25: Learning resources. "Info 2000—Learning Resources for the Future," annual conference, North Carolina Community College Learning Resources Association, Greensboro, N.C. Contact: Catherine T. Carter, Librarian, Martin Community College, Kehukee Park Road, Williamston, N.C. 27892; (919) 792-1521, ext. 280.

23-25: Meetings. "Affordable Meetings: Exposition and Conference," Hospitality Sales and Marketing Association International, Philadelphia. Contact: George Little Management Inc., Two Park Avenue, Suite 1100, New York 10016-5748; (212) 686-6070, ext. 270.

23-25: Publications. "Seminar for Senior Periodicals Editors," Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-25: Violence. "Working With Men: A Response to Sexual Violence on Campus," seminar, Campbell Enterprises, Key Bridge Marriott Hotel, Arlington, Va. Contact: (202) 310-2275 or Campbell Enterprises, 14312 Summer Tree Road, Suite F, Centerville, Va. 22020.

24-26: American studies. "Economic and Social Issues in the New South: Perspectives on Race and Ethnicity," conference, University of South Florida, Tampa, Fla. Contact: Marvin Moore, Institute on Black Life, University of South Florida, 4202 East Fowler Avenue, Lta 609, Tampa, Fla. 33620; (813) 974-4727.

24-28: Distance education. "Global Trends in Distance Education," conference, University of Maine, Augusta, Me. Contact: (207) 621-3171.

24-28: Economics. "Employment, Distribution, Markets," international conference, Bard College, Annandale-on-Hudson, N.Y. Contact: Susan Howard, Jerome Levy Economics Institute, Bard College, P.O. Box 5000, Annandale-on-Hudson, N.Y. 12504-5000; (914) 758-7448, fax (914) 758-1149.

24-28: Literature. "F. Scott Fitzgerald," conference, Hofstra University, Hempstead, N.Y. Contact: Hofstra Cultural Center, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5669.

24-28: Literature. "Nebraska Literature Festival," University of Nebraska, Kearney, Neb. Contact: Suzanne George, (308) 234-8294.

24-28: Literature. "100 years of Western Literature," conference, University of Wyoming, Laramie, Wyo. Contact: American Heritage Center, University of Wyoming, P.O. Box 3934, Laramie, Wyo. 82071; (307) 766-4114.

24-28: Multiculturalism. "Multiculturalism in the 21st Century: The Teaching of Diversity or the Diversity of Teaching?" conference, University of Northern Colorado, Greeley, Colo. Contact: Michael James Higgins, Department of Anthropology, Black Studies, and Women's Studies, University of Northern Colorado, Greeley, Colo. 80639; (303) 351-1745, fax (303) 351-2983.

24-28: Social philosophy. "Cultural Pluralism and Moral Knowledge," conference, Bowling Green State University, Bowling Green, Ohio. Contact: Social Philosophy and Policy Center, Bowling Green State University, Bowling Green, Ohio 43403.

24-28: Women's studies. "Women: Voices, Visions, and Vexations," conference, Western Kentucky University, Bowling Green, Ky. Contact: Program Committee, Women's Studies Conference, FAO 200, Western Kentucky University, Bowling Green, Ky. 42101; (502) 745-5767 or (502) 745-3728, fax (502) 745-5387.

24-27: History of medicine. "Disease and Society in the Developing World: Exploring New Perspectives," conference, College of Physicians, Philadelphia. Contact: Carol C. Jacobs, Francis C. Wood Institute for the History of Medicine, College of Physicians, 19 South 22nd Street, Philadelphia 19103; (215) 563-5737, ext. 273.

24-27: History of medicine. "Disease and Society in the Developing World: Exploring New Perspectives," conference, College of Physicians, Philadelphia. Contact: Carol C. Jacobs, Francis C. Wood Institute for the History of Medicine, College of Physicians, 19 South 22nd Street, Philadelphia 19103; (215) 563-5737, ext. 273.

24-27: History of medicine. "Disease and Society in the Developing World: Exploring New Perspectives," conference, College of Physicians, Philadelphia. Contact: Carol C. Jacobs, Francis C. Wood Institute for the History of Medicine, College of Physicians, 19 South 22nd Street, Philadelphia 19103; (215) 563-5737, ext. 273.

24-27: History of medicine. "Disease and Society in the Developing World: Exploring New Perspectives," conference, College of Physicians, Philadelphia. Contact: Carol C. Jacobs, Francis C. Wood Institute for the History of Medicine, College of Physicians, 19 South 22nd Street, Philadelphia 19103; (215) 563-5737, ext. 273.

CONFERENCES, WORKSHOPS

2ND INTERNATIONAL

CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

OCTOBER 1-3, 1992

PARTICIPATING ORGANIZATIONS:

Am. Council on Education • Nat'l Interfraternity Conference • The Safe Schools Coalition, Inc. • Am. College Health Assn. • Am. College Personnel Assn. • Nat'l Assn. for Women in Education • Nat'l Organization for Victim Assistance • College Stores Research and Educational Foundation: For Safety's Sake • Nat'l Association of Student Personnel Administrators • Am. Assn. of Women in Community and Junior Colleges • International Assn. of Campus Law Enforcement Administrators • Nat'l Panhellenic Conference • Canadian Assn. Against Sexual Harassment in Higher Education

Twin Towers Hotel and Conference Center

Conference Co-chairs:	Attendance Limited:	Special Events:
Bernice Sandler, Ph.D.	Registration by 8/1/92	\$276.00
Women's Policy Studies		
Alan McEvoy, Ph.D.	Registration by 9/1/92	\$325.00
Wittenberg University		
Speakers include:	Late Registration	\$350.00
Nancy Zieggenmeyer	Student Registration	\$200.00
Mary Koss, Ph.D.	Awards Luncheon	\$ 18.50
Alison Adams, LL.B.		
Barry Burkhardt, Ph.D.		
Mariene Young, Ph.D.		
Carol Bohmer, Ph.D., LL.M.		
Andrea Parrot, Ph.D.		
Gail Abernall		
And 128 More Speakers		

Call for details

1-800-537-4903

BEGINNING IN HONORS

October 29, 1992
Los Angeles, California

Beginning in Honors is a workshop series designed for new Honors directors and deans in established Honors programs and for institutions considering beginning or altering Honors programs.

This workshop series is sponsored by the National Collegiate Honors Council as a preconference of the annual NCHC conference, October 29 - November 1, 1992. The National Collegiate Honors Council is the professional organization for institutions and educators interested in Honors. There is no cost for the Beginning in Honors workshop series beyond the \$150 registration fee for the NCHC conference. A separate registration is requested for Beginning in Honors. The Los Angeles Hilton and Towers is the conference hotel.

The staff for Beginning in Honors includes a dozen experienced Honors administrators at colleges and universities of all sizes and types. Breakout sessions for Beginning in Honors divide participants into large universities, mid-size universities, colleges, and two-year institutions. Individual consultation is available.

For a registration packet, please write, FAX, Internet, or call: Anne Ponder, Academic Dean, Kenyon College, Gambier, OH 43022 FAX: 614-427-2634. Internet: PONDERR@KENYON.EDU Office phone: 614-427-5117

CONFERENCES

International Conference on Energy and the Environment

Tuesday, October 27, 1992

The University of Oklahoma-Norman, Oklahoma • The Oklahoma Center for Continuing Education

Call For Papers: The deadline for submission of completed papers for review by the selection committee is October 5, 1992. Presentation time will be limited to 20 minutes. (12 to 14 typed pages, double-spaced)

Display Booths Available: \$175 per table/area (limited space available)

Conference Tuition: \$175 per person. Pre-registration is \$75. Balance is payable at time of registration. (Limited seating)
Send all papers, checks, or money orders to: The Oklahoma Royalty Commission, P.O. Box 5432, Edmond, OK 73035. (405) 690-7146.

Gazette

Gazette

at Heidi Hauan, (812) 855-6451, or Susan Johnson, (800) 338-9126.

21-22: Fund raising. "How to Find—Win—Foundation and Corporate Grants," seminar, David G. Bauer Associates, Holiday Inn-Georgetown, Washington. Contact: DOBA, Suite 248, 304 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.

21-28: Engineering. "The Future of a Teaching, Research, and Application," international symposium, Technical University of Vienna, Vienna. Contact: Mark Fritz, Department of Precision Engineering and Mechatronics, Technical University of Vienna, Gusshausstrasse 27, A-1040 Vienna, Austria.

25: Non-traditional education. "New Pathways to a Degree: Using Technology to Open the College," workshop, Annenberg/CRA Project, Augusta, Me. Contact: Annenberg/CRA Project, 901 E Street, N.W., Washington 20004; (202) 832-6000 or Bob Tolson, Center for Distance Education, University of Maine, Augusta, Me. 04330; (207) 621-3374.

25-26: Developmental studies. "Maintaining an Emphasis on the Individual," fall conference, North Carolina Association for Developmental Studies, Radis-

son Hotel, High Point, N.C. Contact: (704) 463-1360, ext. 2620.

23-25: Learning resources. "Info 2000—Learning Resources for the Future," annual conference, North Carolina Community College Learning Resources Association, Greensboro, N.C. Contact: Catherine T. Carter, Librarian, Martin Community College, Kehukee Park Road, Williamston, N.C. 27892; (919) 792-1521, ext. 280.

23-25: Meetings. "Affordable Meetings: Exposition and Conference," Hospitality Sales and Marketing Association International, Philadelphia. Contact: George Little Management Inc., Two Park Avenue, Suite 1100, New York 10016-5748; (212) 686-6070, ext. 270.

23-25: Publications. "Seminar for Senior Periodicals Editors," Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-25: Violence. "Working With Men: A Response to Sexual Violence on Campus," seminar, Campbell Enterprises, Key Bridge Marriott Hotel, Arlington, Va. Contact: (202) 310-2275 or Campbell Enterprises, 14312 Summer Tree Road, Suite F, Centerville, Va. 22020.

Coming Events

25: Personnel. "Alternative Employment Strategies in Higher Education," seminar, College and University Personnel Association, New Orleans. Contact: CUPA, 1233 20th Street, N.W., Washington 20036; (202) 429-0311.

26: Personnel. "Compensation in the 90's," seminar, College and University Personnel Association, Indianapolis. Contact: CUPA, 1233 20th Street, N.W., Washington 20036; (202) 429-0311.

26-28: Off-campus programs. "University Downtown Centers," conference, University of Kentucky, Lexington, Ky. Contact: Conference Office, University of Kentucky, 204 Frazier Hall, Lexington, Ky. 40506-0031.

26: Graduate education. Forum on graduate education, Graduate Records Examinations Board and Council of Graduate Schools, Raleigh, N.C. Contact: Rodney Yancey, Educational Testing Service, 32-V, Princeton, N.J. 08541-6000; (609) 951-1539.

26: Human relations. Annual meeting, Iowa Human Relations Association, Du-

quaque, Iowa. Contact: Diana Allen, 1516 Washington Street, Waterloo, Iowa 50702; (319) 391-4800.

26: Literary theory. "Exploring the Unexplored: Beyond Textuality—Conference With Hélène Cixous," University of Virginia, Charlottesville, Va. Contact: Ralph Cohen, Commonwealth Center for Literary and Cultural Change, University of Virginia, 219 Minor Hall, Charlottesville, Va. 22903; (804) 962-3003.

27: Admissions. College fairs, National Association of College Admission Counselors, Cincinnati and Uniondale, N.Y. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222.

27-28: Women. Annual conference on women in education administration, University of Nebraska, Lincoln, Neb. Contact: Marilyn Grady, Department of Educational Administration, 1204 Section Hall, University of Nebraska, Lincoln, Neb. 68583-0638; (402) 472-3726.

27-30: Fund raising. Annual confer-

ence and exposition, National Catholic Development Conference, Westin Peachtree Plaza Hotel, Atlanta. Contact: NCDC, 86 Front Street, Hempstead, N.Y. 11550; (516) 481-6000.

28
Roah Hashanah

28: Personnel. "Managing Benefits—Slaying Current Amlid Change," seminar, College and University Personnel Association, Boston. Contact: CUPA, 1233 20th Street, N.W., Suite 303, Washington 20036; (202) 429-0311, ext. 6, fax (202) 429-0149.

28-October 2: Computers and logic. "Computer-Science Logic," workshop, University of Pisa, San Miniato, Italy. Contact: E. Borger, Department of Information Science, University of Pisa, Corso Italia 40, I-56125 Pisa, Italy.

28-October 2: Physics. "Highly-Charged-Ion Conference," Kansas State University, Manhattan, Kan. Contact: Chris Kool, James R. MacDonald Laboratory, Kansas State University, Manhattan, Kan. 66506; (913) 532-6782.

29: Engineering. Annual meeting, National Academy of Engineering, Washington. Contact: Dale Langford, (202) 334-2282.

29-30: Personnel. "Basics of Human-Resource Administration for Small Colleges," seminar, College and University Personnel Association, Boston. Contact: CUPA, 1233 20th Street, N.W., Suite 303, Washington 20036; (202) 429-0311, ext. 6, fax (202) 429-0149.

29-October 2: Fund raising. "The Fund Raising School: Leadership Development for Fund Raising," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 350 West North Street, Indianapolis 46203-3162; (317) 274-7063, fax (317) 684-8900.

30: Technology. "Emerging Technologies: Will Your Company Be Ready?" videoconference, Institute of Electrical and Electronics Engineers, Contact: Judy Brady, (908) 562-3991, fax (908) 981-8062.

30: Vocational education. "Preparing National-Education Teachers for the 21st Century," teleconference, National Center for Research in Vocational Edu-

cation and University Council for Vocational Education, Contact: (703) 231-5847.

30-October 1: Management. "Total Quality Management in Colleges and Universities," conference, International Quality and Productivity Center, San Francisco Hilton Hotel, San Francisco. Contact: (800) 882-8684.

30-October 2: Fund raising. "Major-Gift Fund Raising," workshop, Council for Advancement and Support of Education, Cambridge, Mass. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

30-October 3: Criminal justice. "Southern Crime and Southern Justice," annual conference, Southern Criminal Justice Association, Gallatin, Tenn. Contact: Charles B. Fields, Department of Political Science and Criminal Justice, Appalachian State University, Boone, N.C. 28608; (704) 262-6348.

30-October 3: Software. Annual conference, Software Publishers Association, Washington. Contact: SPA, 1730 M Street, N.W., Suite 700, Washington 20036.

Deadlines

FELLOWSHIPS, GRANTS, INSTITUTES, WORKSHOPS, PAPERS, & MISCELLANY

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

September 15: International issues. Applications for Abe Fellowships for international multidisciplinary research. Contact: Social Science Research Council, (212) 661-0280, fax (212) 370-7896.

September 15: International issues. Applications from African, Eastern European, and Central American scholars or researchers resident in those regions for visiting-scholar fellowships in international-peace and security studies. Contact: Social Science Research Council, (212) 661-0280, fax (212) 370-7896.

September 15: Research. Nominations for research fellowships in chemistry, economics, mathematics, neuroscience, or physics. Contact: Alfred P. Sloan Foundation, (212) 649-1649.

September 30: Canada. Applications from Canadian citizens for Fulbright awards for lecturing, research, or graduate studies in the United States in academic 1993-94. Contact: Foundation for Educational Exchange Between Canada and the United States of America, 29 Beechwood at MacKay, Third Floor, Ottawa K1M 1M2.

October 3: African studies. Applications from doctoral students from sub-Saharan Africa for Rockefeller Foundation African Dissertation Internship Award. Contact: African Dissertation Internship Award, 113 Avenue of the Americas, New York 10036.

October 3: Diabetes. Applications for postdoctoral fellowships and career-de-

velopment awards in diabetes research. Contact: Juvenile Diabetes Foundation International, (212) 889-7575.

October 3: Humanities and social sciences. Applications for resident fellowships in the humanities and social sciences in 1993-94. Contact: Fellowships Office, Woodrow Wilson International Center for Scholars, Washington 20560, U.S. Constitution. Applications from high-school teachers of American history, American government, or social studies, or from recent college graduates wishing to teach those subjects on the secondary level, for graduate fellowships for studies concentrating on the U.S. Constitution. Contact: James Madison Memorial Fellowship Program, P.O. Box 4030, Iowa City 52243-4030.

GRANTS

September 15: History or political science. Applications for travel grants to conduct research in Gerald Ford Library archives. Contact: Alfred P. Sloan Foundation, (212) 649-1649.

October 3: James J. Hill. Applications for small grants for research in the James J. Hill and Louis W. Hill papers. Contact: W. Thomas White, James J. Hill Reference Library, 80 West Fourth Street, St. Paul 55102.

October 3: Humanities. Nominations of faculty members for summer awards for full-time study and research. Contact: Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0466. (Independent scholars or people employed in non-teaching capacities in higher education or independent scholars may apply directly to the program.)

October 3: International studies. Applications from centers or institutes of Ibero-American or Latin-American studies for grants for field research. Contact: Field Research Grants, Tinker Foundation, 55 East 59th Street, New York 10022.

October 3: International studies. Applications for travel grants for research abroad in the social sciences and humanities. Contact: International Research and Exchanges Board, P.O. Box 19767, Washington 20036; (609) 683-9500.

PAPERS

September 1: Higher education. Manuscripts for possible publication in the *Journal of Thought & Action*. Contact: Rebecca L. Robbins, Editor, Higher Education Publications, National Education Association, 1201 16th Street, N.W., Washington 20036.

September 15: Popular culture and higher education. Proposals on popular culture in higher education and on college life and general education as popular culture for possible presentations at the meeting of the Popular Culture Association, in April in New Orleans. Contact: Patrick E. White, Associate Dean of Faculty, Saint Mary's College, Notre Dame, Ind. 46556-3001; (219) 284-4384.

September 16: Inservice education. Proposals for possible presentations at the annual national conference of the National Council of States on Inservice Education, in November in San Diego. Contact: James R. Collins or Linda A. Pitzono, NCIS, (315) 453-4167.

September 21: Diversity. Proposals on the theme "Valuing Diversity: Building Healthy Attitudes in Diverse Communities" for possible presentations at a conference in February in Jacksonville, Fla. Contact: Elizabeth Cobb, Florida Community College at Jacksonville, 3939 Roosevelt Boulevard, Room 8100E, Jacksonville, Fla. 32205; (904) 381-3443, fax (904) 381-3462.

1992	September							1992
S	M	T	W	T	F	S		
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30					

September 28: Mediation. Manuscripts on the theme "Native American Perspectives on Handling Conflicts" for possible publication in *Mediation Quarterly*. Contact: Diane LaResche, (505) 438-1621 or (505) 474-0755, or Peter Malda, Editorial Office, *Mediation Quarterly*, 6242 29th Street, N.W., Washington 20015; (202) 362-2515.

September 28: Philosophy. Papers for possible presentation at a meeting of the West Virginia Philosophical Society in October in Charleston, W. Va. Contact: Fred A. Seddon, Philosophy Department, Wheeling Jesuit College, Wheeling, W. Va. 26003.

September 30: Humanities. Proposals on the theme "Fin de Millennium: What is the Future of Post-Modernism in the Humanities?" for possible presentations at a symposium, in April in Kearney, Neb. Contact: Hans-Peter Söder, Department of Foreign Languages, University of Nebraska, Kearney, Neb. 68849; (308) 234-8536.

September 30: Philosophy. Proposals on the theme "A Contemporary Sublime: the Philosophy and Art of Extremity. Representing the Unrepresentable" for possible presentations at a conference in November in Rochester, N.Y. Contact: Timothy H. Engstrom, Philosophy Department, Rochester Institute of Technology, Rochester, N.Y. 14623-0887.

September 30: Teacher education. Proposals for possible presentations at the Northeast Regional Conference on Classroom Techniques for America 2000, in January in Cincinnati. Contact: Georgina Rottler, Higher Education Coordinator, Northeast Regional Center for Drug Free Schools and Communities, 12 Overton Avenue, Sayville, N.Y. 11782-0403.

October 1: History. Proposals for possible presentations at a meeting of the Southwest Historical Association, in March in New Orleans. Contact: Steven Webre, Department of History, Louisiana Tech University, Ruston, La. 71272.

October 1: Management. Articles on total quality management, for possible publication in a special issue of *Quality Assurance and Utilization Review*. Contact: David J. Jones or James T. Ziegenfuss, Jr., Pennsylvania State University, 777 West Harrisburg Pike, Middletown, Pa. 17057-4898; (717) 948-6227.

October 1: Philosophy. Abstracts of pa-

Gazette

Gazette

pers on the theme "Examination of Post-Contemporary Usefulness of Aspects of Platonism or Neo-Platonism" for possible presentations at a conference of the Society for Contemporary Platonism in April in San Francisco. Contact: Mary Carman, 402 Gittings Avenue, Baltimore 21212.

October 1: Philosophy. Abstracts of possible presentations at a conference of the Society for Realist/Anti-Realist Discussion in April in San Francisco. Contact: Mary Carman, 402 Gittings Avenue, Baltimore 21212.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

Distance learning. Proposals on the theme "Telelearning: Creating Connections" for possible presentations at a conference in October in Denver. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Student development. Proposals on the theme "Educating for the Common Good: an Uncommon Agenda" for possible presentations at the annual convention of the American College Personnel Association, in March in Kansas City, Mo. Contact: Denise Olinger, Northwest Missouri State University, Marysville, Mo. 64468; (816) 562-1154.

October 1: Suburban. Proposals on the theme "Contested Terrain: Power, Politics and Participation in Suburbia" for possible presentations at a conference in March in Hempstead, N.Y. Contact: Mary Frances Kline, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5041.

Adult education. Proposals on the theme "The Adult Learner: Programs to Attract, Retain, and Educate Older Students" for possible presentations at a conference in May in Columbia, S.C. Contact: National Conference on the Adult Learner, University of South Carolina, Division of Continuing Education, 280 Assembly Street, Suite 200, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-2260, fax (803) 777-2260.

Adult and public policy. Proposals on the theme "Private Lives and Public Roles: Literature and the Arts, 1500-1700" for possible presentations at a conference in March in Orlando, Fla. Contact: Katherine Koller or Gerald Schiffhorn, Department of English, University of Central Florida, Orlando, Fla. 32816.

Communal studies. Proposals on the theme "Culture, Thought, and Living in Community" for possible presentations at the annual conference of the Communal Studies Association, in October 1993 in New Harmony, Ind. Contact: Donald E. Pitzer, Center for Communal Studies, University of Southern Indiana, Evansville, Ind. 47712; (812) 464-1727, fax (812) 464-1960.

Culture studies. Proposals for possible presentations at the annual meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

Distance learning. Proposals on the theme "Telelearning: Creating Connections" for possible presentations at a conference in October in Denver. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

ment of English, University of Central Florida, Orlando, Fla. 32816.

Communal studies. Proposals on the theme "Culture, Thought, and Living in Community" for possible presentations at the annual conference of the Communal Studies Association, in October 1993 in New Harmony, Ind. Contact: Donald E. Pitzer, Center for Communal Studies, University of Southern Indiana, Evansville, Ind. 47712; (812) 464-1727, fax (812) 464-1960.

Culture studies. Proposals for possible presentations at the annual meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

Distance learning. Proposals on the theme "Telelearning: Creating Connections" for possible presentations at a conference in October in Denver. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Student development. Proposals on the theme "Educating for the Common Good: an Uncommon Agenda" for possible presentations at the annual convention of the American College Personnel Association, in March in Kansas City, Mo. Contact: Denise Olinger, Northwest Missouri State University, Marysville, Mo. 64468; (816) 562-1154.

October 1: Suburban. Proposals on the theme "Contested Terrain: Power, Politics and Participation in Suburbia" for possible presentations at a conference in March in Hempstead, N.Y. Contact: Mary Frances Kline, Hofstra University, Hempstead, N.Y. 11550-1090; (516) 463-5041.

Adult education. Proposals on the theme "The Adult Learner: Programs to Attract, Retain, and Educate Older Students" for possible presentations at a conference in May in Columbia, S.C. Contact: National Conference on the Adult Learner, University of South Carolina, Division of Continuing Education, 280 Assembly Street, Suite 200, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-2260, fax (803) 777-2260.

Adult and public policy. Proposals on the theme "Private Lives and Public Roles: Literature and the Arts, 1500-1700" for possible presentations at a conference in March in Orlando, Fla. Contact: Katherine Koller or Gerald Schiffhorn, Department of English, University of Central Florida, Orlando, Fla. 32816.

Communal studies. Proposals on the theme "Culture, Thought, and Living in Community" for possible presentations at the annual conference of the Communal Studies Association, in October 1993 in New Harmony, Ind. Contact: Donald E. Pitzer, Center for Communal Studies, University of Southern Indiana, Evansville, Ind. 47712; (812) 464-1727, fax (812) 464-1960.

Culture studies. Proposals for possible presentations at the annual meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

Distance learning. Proposals on the theme "Telelearning: Creating Connections" for possible presentations at a conference in October in Denver. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

October 1: Philosophy. Papers for possible presentation at a colloquium to commemorate the centenary of the publication of F. H. Bradley's *Appearance and Reality* in April in Oxford, England. Contact: Guy Clark, Philosophy Department, University of Dundee, Dundee DD1 1HN, Scotland.

October 1: Philosophy. Papers for possible presentation at a meeting of the Popular Culture Association and the American Culture Association, in April in New Orleans. Contact: Ray Browne, Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403; (419) 372-2981, fax (419) 372-8095.

Programs in a Changing Environment" for possible presentations at a national conference in February in San Francisco. Contact: Donald Kirkorian, Learning Resources Association of California Community Colleges, 4000 Suisun Valley Road, Suisun, Cal. 94585; (707) 864-7106, fax (707) 864-0361.

Marketing education. Papers on the theme "Marketing Excitement in the Classroom" for possible presentation at the annual conference of the Association of Marketing Educators, in October in Burlington, Vt. Contact: Letty C. Fisher, Westchester Community College, 75 Grasslands Road, Valhalla, N.Y. 10595-1698 or David H. Walton-Ball, 745 Second Avenue, West, Owen Sound, Ontario N4K 4M2, Canada.

Romance novels. Abstracts of papers on the romance novel for possible presentations at a conference in March in Omaha. Contact: Mary Macchietto, College of Continuing Studies, University of Nebraska, Omaha 68182; (402) 595-2355.

Social issues. Proposals on the theme "Transmitting the Tradition of a Caring Society to Future Generations" for possible presentations at the spring research forum of Independent Sector, in March in San Antonio. Contact: Virginia Hodgkinson, Independent Sector, 1628 L Street, N.W., Suite 1000, Washington 20036; (202) 457-0609.

Summer programs. Proposals on the theme "Maximizing Summer Opportunities," for possible presentations at a conference in February and March in Columbia, S.C. Contact: University of South Carolina, Division of Continuing Education, 900 Assembly Street, Suite 200, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-2260, fax (803) 777-9357.

Women. Abstracts of papers on the theme "The Enduring Spirit: Women as They Age" for possible presentations at a conference in April in Omaha. Contact: Mary Macchietto, College of Continuing Studies, University of Nebraska, Omaha 68182; (402) 595-2355.

International education. Proposals on the theme "Knowledge Across Cultures: Universities East and West," for possible presentations at a conference in October in Toronto. Contact: Higher Education Group, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6; (416) 923-6641, fax (416) 928-4725.

International education. Proposals on the theme "New Concepts in Higher Education," for possible presentations at a conference of the International Council for Innovation in Higher Education, in December in Mexico City. Contact: Edwin Wachung, Executive Director, ICHE, Suite 1804, 150 York Street, Toronto M5H 3S5; (416) 940-3805.

International issues. Proposals on the theme "U.S. Competitiveness in the Global Marketplace: Institutional Partnerships for American Revivance," for possible presentations at a conference in November in Phoenix. Contact: Gary C. Anders, Director, Institute for International Business, Arizona State University-West, P.O. Box 7100, Phoenix 85069-7100; (602) 542-4214.

Learning resources. Proposals on the theme "Building Learning-Resources

Management," for possible presentations at a conference of the International Council for Innovation in Higher Education, in December in Mexico City. Contact: Edwin Wachung, Executive Director, ICHE, Suite 1804, 150 York Street, Toronto M5H 3S5; (416) 940-3805.

International issues. Proposals on the theme "U.S. Competitiveness in the Global Marketplace: Institutional Partnerships for American Revivance," for possible presentations at a conference in November in Phoenix. Contact: Gary C. Anders, Director, Institute for International Business, Arizona State University-West, P.O. Box 7100, Phoenix 85069-7100; (602) 542-4214.

Learning resources. Proposals on the theme "Building Learning-Resources

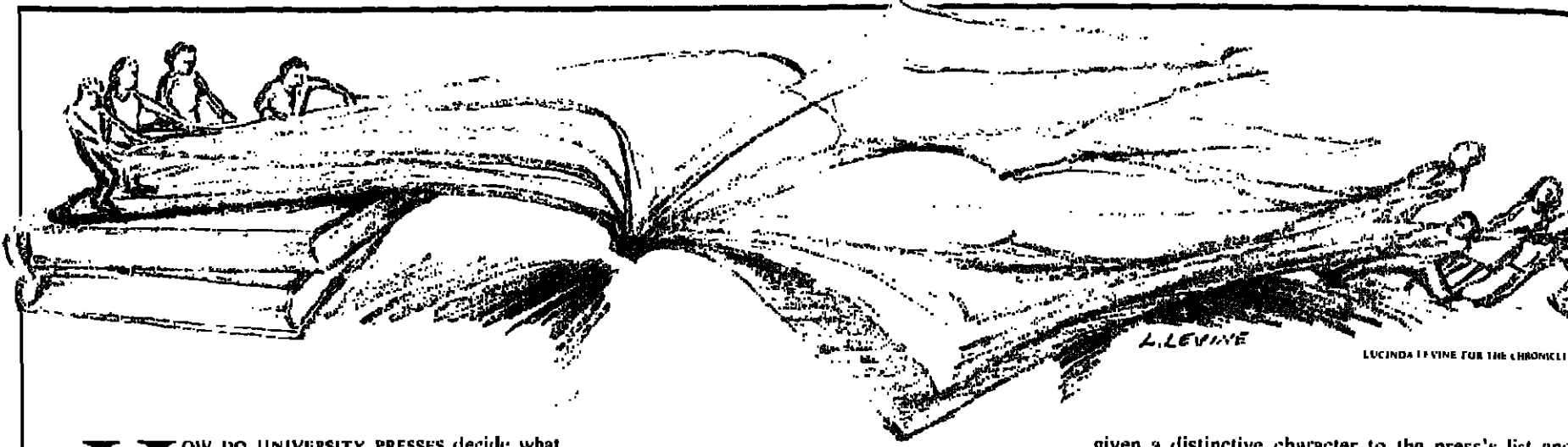
Management," for possible presentations at a conference of the International Council for Innovation in Higher Education, in December in Mexico City. Contact: Edwin Wachung, Executive Director, ICHE, Suite 1804, 150 York Street, Toronto M5H 3S5; (416) 940-3805.

International issues. Proposals on the theme "U.S. Competitiveness in the Global Marketplace: Institutional Partnerships for American Revivance," for possible presentations at a conference in November in Phoenix. Contact: Gary C. Anders, Director, Institute for International Business, Arizona State University-West, P.O. Box 7100, Phoenix 85069-7100; (602) 542-4214.

Learning resources. Proposals on the theme "Building Learning-Resources

Point of View

By Sanford G. Thatcher



HOW DO UNIVERSITY PRESSES decide what books to publish? What most influences their decisions, and under what constraints do they operate? Controversies erupt periodically about presses' acceptance or rejection of particular works, the most recent being that over the difficulties that the University of Illinois philosopher Richard D. Mohr had in getting a publisher for his book *Gay Ideas: Outing and Other Controversies* (*The Chronicle*, June 17 and July 15). Casting a little light upon the process may help to lessen the heat of the debates.

The editors of university presses have a considerable degree of decision-making autonomy compared with their counterparts in mainstream commercial publishing houses, where the influence of business and marketing managers and even lawyers has grown relative to that of editors in recent years. Yet the editors' autonomy is far from complete. At the heart of university presses, in fact, lies the interaction between the editors and their editorial boards of scholars. Much of the interaction revolves around the tension between the conflicting desires to publish work on the cutting edge of scholarship and the pressures not to upset the academic *status quo* too much.

Would-be authors who are surprised, for example, when their manuscripts are rejected despite supportive reports from reviewers might not be so surprised if they had read Paul Parsons's *Getting Published: The Acquisition Process at University Presses* (University of Tennessee Press, 1989). As Mr. Parsons notes, "University presses operate within a system that . . . balances the interests of received knowledge and emerging knowledge. The editors themselves . . . have a bias toward emerging knowledge. They prefer works that challenge the *status quo* because these will be the books with the most potential for influencing intellectual currents. Yet the scholarly publishing enterprise also is biased toward the *status quo*. Peer reviewers and editorial committee members tend to be established scholars in a field—the very ones, in fact, who may have built their careers on what is now called the *status quo* in their disciplines. . . . But the editors, who get to select the peer reviewers, . . . look for scholars who would be open to new directions within their disciplines as long as the work measures up to the standards of scholarship."

As a generalization, Mr. Parsons's summary of the process is right on target, but it doesn't take into account the diversity that exists in the system. I can give two examples, both from my experience as an acquiring editor at Princeton University Press, that reveal the validity, but also the limits, of this generalization.

One concerns the review of a manuscript by a feminist philosopher that was rejected by Princeton but later was published by a commercial press and became recognized as one of the major books in the field. When this episode happened, in the 1970's, feminist scholarship was about where gay and lesbian studies are today, still struggling to establish its academic credibility and credentials. The Princeton editorial board (then consisting entirely of male faculty members) was suspicious of the two reports that I had initially solicited on this manuscript from reviewers, because they were too enthusiastic (and, presumably for that reason, seemed to lack "objectivity"). The board recommended that a

The Cutting Edge vs. the Status Quo at University Presses

third report be commissioned from a member of the university's own faculty who was known to be well versed in the literature of feminist political philosophy but was not thought to be so much a partisan for the cause herself. This scholar submitted a more critical, but still quite positive, report recommending that the press publish the book. The editorial board turned it down anyway—a decision that was the most blatant exercise of prejudice that I have ever witnessed in my 25 years in university-press publishing.

IN ROUGHLY THE SAME PERIOD, though, the editorial board at Princeton also initiated a tradition of giving explicit recognition in its decision-making process to what were dubbed as "risk" books—works that, in one way or another, departed from the model of the standard scholarly monograph and were seen as especially challenging to conventional wisdom. One such title was Julian Simon's *The Ultimate Resource*, an economist's frontal attack on the ecological doomsmongers who were dominating the general media in those days. Publication of this book met with considerable disapproval within the university itself, among both students and faculty members, including a group of demographers at Princeton's Office of Population Research who expressed their displeasure to university administrators.

These two stories reflect the limits and the possibilities that exist within university publishing, even within a single press. Considerable diversity also exists among presses in their structures and operations. At some presses, for example, the director has no say in who sits on the editorial board; at other presses the director can virtually hand-pick the members of the board. The boards of some presses are so large that they contain experts representing all the fields covered in the publishing program; members of these boards tend to be given veto power over what gets accepted in their fields. Other university presses have boards that are very small in relation to the size of their publishing programs, and members of those boards serve more as generalists, reaching their decisions largely by consensus.

Other constraints exist on what a university press can or will accept. They include the traditions, or "personality," of a publishing house—the accumulated weight of past editorial decisions that have already

given a distinctive character to the press's list and make some types of books more appropriate for it than others. Just as the press's image in a certain field serves as a signal to communicate with prospective authors looking for the right publisher, so too does it lead editors to look most favorably on manuscripts that complement what the press has already published—that fit its publishing "profile."

BESIDES these more or less overt constraints, sometimes "political" problems arise in the decision-making process. An editor may want to reject a manuscript recommended by a member of the editorial board or one written by an author whose previous books the press has published or one solicited from an influential senior scholar that turns out to be disappointing. In such circumstances an editor—especially one without a long track record that provides him or her with some independent credibility—may choose to manipulate the review process so as to lead to the desired outcome without appearing to directly engineer it.

This might be done either by selecting readers not expected to be particularly sympathetic to the author's work or by passing the buck to the editorial board, which can make the final decision on the basis of the editor's recommendation and thus appear to the author to be the arbiter of his or her fate. Manipulation can also work in favor of an author. When an editor is predisposed to want a book published, choosing the right readers can make all the difference in the outcome, especially when the book has a strong ideological slant. Choosing readers likely to favor a book cannot be done too blatantly, however, for any good editorial board rightly will raise questions about the choice of readers and, if bias appears to play too obvious a role, will ask for additional review by a less partisan reader or readers.

Disappointed authors may suggest, as Mr. Mohr has recently, that presses should rely on reviewers' recommendations instead of giving their advisory boards of scholars the final say about whether or not to publish a manuscript. The problem with that idea, though, is that it would give a much freer hand to editors in determining the outcome of the decision-making process since, as Mr. Parsons notes, the editors are the ones who normally get to choose the peer reviewers.

Editors might enjoy this enhanced power, but would it really be the best way for presses to operate? Wouldn't it tend to make them *more* like trade presses? And shouldn't presses, anyway, reflect the "political" balance of power within universities? It seems to me that the tension between "received knowledge and emerging knowledge" that is already built into the system will serve the best interests of university publishing in the long run. And when, in the relatively few instances that the system doesn't work quite as one might hope, the existence of independent publishers will provide the safety valve to insure that the truly deserving book will still see the light of day.

Sanford G. Thatcher is director of the Pennsylvania State University Press.

Point of View

By Sanford G. Thatcher



HOW DO UNIVERSITY PRESSES decide what books to publish? What most influences their decisions, and under what constraints do they operate? Controversies erupt periodically about presses' acceptance or rejection of particular works, the most recent being that over the difficulties that the University of Illinois philosopher Richard D. Mohr had in getting a publisher for his book *Gay Ideas: Outing and Other Controversies* (*The Chronicle*, June 17 and July 15). Casting a little light upon the process may help to lessen the heat of the debates.

The editors of university presses have a considerable degree of decision-making autonomy compared with their counterparts in mainstream commercial publishing houses, where the influence of business and marketing managers and even lawyers has grown relative to that of editors in recent years. Yet the editors' autonomy is far from complete. At the heart of university presses, in fact, lies the interaction between the editors and their editorial boards of scholars. Much of the interaction revolves around the tension between the conflicting desires to publish work on the cutting edge of scholarship and the pressures not to upset the academic *status quo* too much.

Would-be authors who are surprised, for example, when their manuscripts are rejected despite supportive reports from reviewers might not be so surprised if they had read Paul Parsons's *Getting Published: The Acquisition Process at University Presses* (University of Tennessee Press, 1989). As Mr. Parsons notes, "University presses operate within a system that . . . balances the interests of received knowledge and emerging knowledge. The editors themselves . . . have a bias toward emerging knowledge. They prefer works that challenge the *status quo* because these will be the books with the most potential for influencing intellectual currents. Yet the scholarly publishing enterprise also is biased toward the *status quo*. Peer reviewers and editorial committee members tend to be established scholars in a field—the very ones, in fact, who may have built their careers on what is now called the *status quo* in their disciplines. . . . But the editors, who get to select the peer reviewers, . . . look for scholars who would be open to new directions within their disciplines as long as the work measures up to the standards of scholarship."

As a generalization, Mr. Parsons's summary of the process is right on target, but it doesn't take into account the diversity that exists in the system. I can give two examples, both from my experience as an acquiring editor at Princeton University Press, that reveal the validity, but also the limits, of this generalization.

One concerns the review of a manuscript by a feminist philosopher that was rejected by Princeton but later was published by a commercial press and became recognized as one of the major books in the field. When this episode happened, in the 1970's, feminist scholarship was about where gay and lesbian studies are today, still struggling to establish its academic credibility and credentials. The Princeton editorial board (then consisting entirely of male faculty members) was suspicious of the two reports that I had initially solicited on this manuscript from reviewers, because they were too enthusiastic (and, presumably for that reason, seemed to lack "objectivity"). The board recommended that a

The Cutting Edge vs. the Status Quo at University Presses

third report be commissioned from a member of the university's own faculty who was known to be well versed in the literature of feminist political philosophy but was not thought to be so much a partisan for the cause herself. This scholar submitted a more critical, but still quite positive, report recommending that the press publish the book. The editorial board turned it down anyway—a decision that was the most blatant exercise of prejudice that I have ever witnessed in my 25 years in university-press publishing.

IN ROUGHLY THE SAME PERIOD, though, the editorial board at Princeton also initiated a tradition of giving explicit recognition in its decision-making process to what were dubbed as "risk" books—works that, in one way or another, departed from the model of the standard scholarly monograph and were seen as especially challenging to conventional wisdom. One such title was Julian Simon's *The Ultimate Resource*, an economist's frontal attack on the ecological doomsters who were dominating the general media in those days. Publication of this book met with considerable disapproval within the university itself, among both students and faculty members, including a group of demographers at Princeton's Office of Population Research who expressed their displeasure to university administrators.

These two stories reflect the limits and the possibilities that exist within university publishing, even within a single press. Considerable diversity also exists among presses in their structures and operations. At some presses, for example, the director has no say in who sits on the editorial board; at other presses the director can virtually hand-pick the members of the board. The boards of some presses are so large that they contain experts representing all the fields covered in the publishing program; members of these boards tend to be given veto power over what gets accepted in their fields. Other university presses have boards that are very small in relation to the size of their publishing programs, and members of those boards serve more as generalists, reaching their decisions largely by consensus.

Other constraints exist on what a university press can or will accept. They include the traditions, or "personality," of a publishing house—the accumulated weight of past editorial decisions that have already

given a distinctive character to the press's list and make some types of books more appropriate for it than others. Just as the press's image in a certain field serves as a signal to communicate with prospective authors looking for the right publisher, so too does it lead editors to look most favorably on manuscripts that complement what the press has already published—that fit its publishing "profile."

BESIDES these more or less overt constraints, sometimes "political" problems arise in the decision-making process. An editor may want to reject a manuscript recommended by a member of the editorial board or one written by an author whose previous books the press has published or one solicited from an influential senior scholar that turns out to be disappointing. In such circumstances an editor—especially one without a long track record that provides him or her with some independent credibility—may choose to manipulate the review process so as to lead to the desired outcome without appearing to directly engineer it.

This might be done either by selecting readers not expected to be particularly sympathetic to the author's work or by passing the buck to the editorial board, which can make the final decision on the basis of the editor's recommendation and thus appear to the author to be the arbiter of his or her fate. Manipulation can also work in favor of an author. When an editor is predisposed to want a book published, choosing the right readers can make all the difference in the outcome, especially when the book has a strong ideological slant. Choosing readers likely to favor a book cannot be done too blatantly, however, for any good editorial board rightly will raise questions about the choice of readers and, if bias appears to play too obvious a role, will ask for additional review by a less partisan reader or readers.

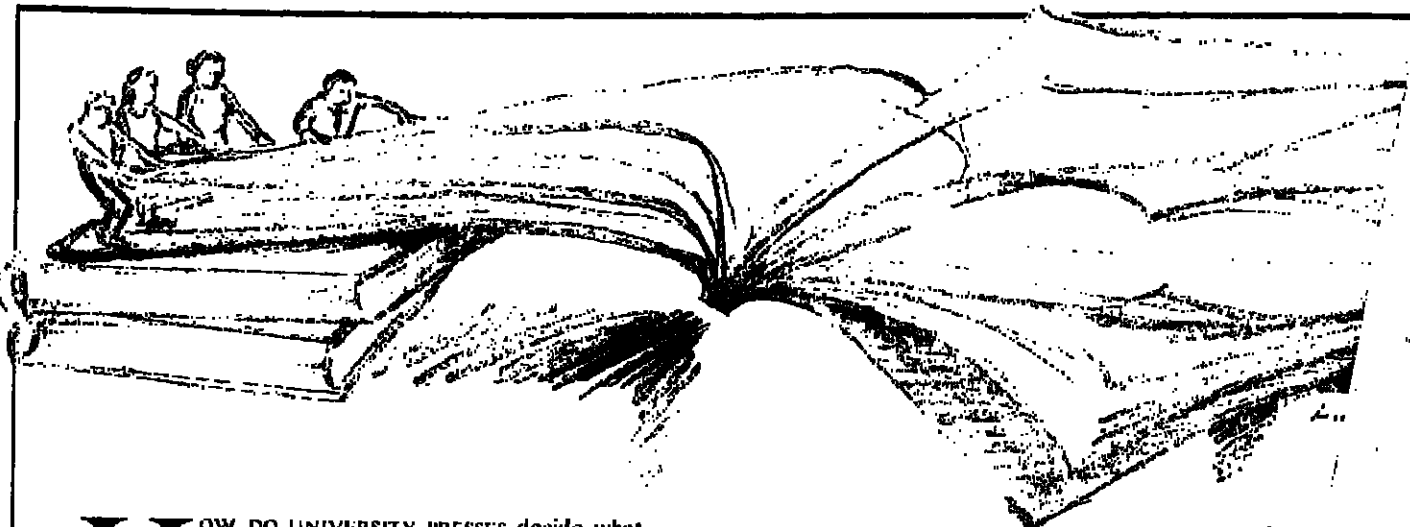
Disappointed authors may suggest, as Mr. Mohr has recently, that presses should rely on reviewers' recommendations instead of giving their advisory boards of scholars the final say about whether or not to publish a manuscript. The problem with that idea, though, is that it would give a much freer hand to editors in determining the outcome of the decision-making process since, as Mr. Parsons notes, the editors are the ones who normally get to choose the peer reviewers.

Editors might enjoy this enhanced power, but would it really be the best way for presses to operate? Wouldn't it tend to make them more like trade presses? And shouldn't presses, anyway, reflect the "political" balance of power within universities? It seems to me that the tension between "received knowledge and emerging knowledge" that is already built into the system will serve the best interests of university publishing in the long run. And when, in the relatively few instances that the system doesn't work quite as one might hope, the existence of independent publishers will provide the safety valve to insure that the truly deserving book will still see the light of day.

Sanford G. Thatcher is director of the Pennsylvania State University Press.

Point of View

By Sanford G. Thatcher



HOW DO UNIVERSITY PRESSES decide what books to publish? What most influences their decisions, and under what constraints do they operate? Controversies erupt periodically about presses' acceptance or rejection of particular works, the most recent being that over the difficulties that the University of Illinois philosopher Richard D. Mohr had in getting a publisher for his book *Gay Ideas: Outing and Other Controversies* (*The Chronicle*, June 17 and July 15). Casting a little light upon the process may help to lessen the heat of the debates.

The editors of university presses have a considerable degree of decision-making autonomy compared with their counterparts in multi-commercial publishing houses, where the influence of business and marketing managers and even lawyers has grown relative to that of editors in recent years. Yet the editors' autonomy is far from complete. At the heart of university presses, in fact, lies the interaction between the editors and their editorial boards of scholars. Much of the interaction revolves around the tension between the conflicting desires to publish work on the cutting edge of scholarship and the pressures not to upset the academic status quo too much.

Would-be authors who are surprised, for example, when their manuscripts are rejected despite supportive reports from reviewers might not be so surprised if they had read Paul Parsons's *Getting Published: The Acquisition Process at University Presses* (University of Tennessee Press, 1989). As Mr. Parsons notes, "University presses operate within a system that . . . balances the interests of received knowledge and emerging knowledge. The editors themselves . . . have a bias toward emerging knowledge. They prefer works that challenge the status quo because these will be the books with the most potential for influencing intellectual currents. Yet the scholarly publishing enterprise also is biased toward the status quo. Peer reviewers and editorial committee members tend to be established scholars in a field—the very ones, in fact, who may have built their careers on what is now called the status quo in their disciplines. . . . But the editors, who get to select the peer reviewers, . . . look for scholars who would be open to new directions within their disciplines as long as the work measures up to the standards of scholarship."

As a generalization, Mr. Parsons's summary of the process is right on target, but it doesn't take into account the diversity that exists in the system. I can give two examples, both from my experience as an acquiring editor at Princeton University Press, that reveal the validity, but also the limits, of this generalization.

One concerns the review of a manuscript by a feminist philosopher that was rejected by Princeton but later was published by a commercial press and became recognized as one of the major books in the field. When this episode happened, in the 1970's, feminist scholarship was about where gay and lesbian studies are today, still struggling to establish its academic credibility and credentials. The Princeton editorial board (then consisting entirely of male faculty members) was suspicious of the two reports that I had initially solicited on this manuscript from reviewers, because they were too enthusiastic (and, presumably for that reason, seemed to lack "objectivity"). The board recommended that a

The Cutting Edge vs. the Status Quo at University Presses

third report be commissioned from a member of the university's own faculty who was known to be well versed in the literature of feminist political philosophy but was not thought to be so much a partisan for the cause herself. This scholar submitted a more critical, but still quite positive, report recommending that the press publish the book. The editorial board turned it down anyway—a decision that was the most blatant exercise of prejudice that I have ever witnessed in my 25 years in university-press publishing.

IN ROUGHLY THE SAME PERIOD, though, the editorial board at Princeton also initiated a tradition of giving explicit recognition in its decision-making process to what were dubbed as "risk" books—works that, in one way or another, departed from the model of the standard scholarly monograph and were seen as especially challenging to conventional wisdom. One such title was Julian Simon's *The Ultimate Resource*, an economist's frontal attack on the ecological doomsters who were dominating the general media in those days. Publication of this book met with considerable disapproval within the university itself, among both students and faculty members, including a group of demographers at Princeton's Office of Population Research who expressed their displeasure to university administrators.

These two stories reflect the limits and the possibilities that exist within university publishing, even within a single press. Considerable diversity also exists among presses in their structures and operations. At some presses, for example, the director has no say in who sits on the editorial board; at other presses the director can virtually hand-pick the members of the board. The boards of some presses are so large that they contain experts representing all the fields covered in the publishing program; members of these boards tend to be given veto power over what gets accepted in their fields. Other university presses have boards that are very small in relation to the size of their publishing programs, and members of those boards serve more as generalists, reaching their decisions largely by consensus.

Other constraints exist on what a university press can or will accept. They include the traditions, or "personality," of a publishing house—the accumulated weight of past editorial decisions that have already

given make other as a look tors pler its

Bometimes "personality" influences the decision-making process. I want to reject a manuscript received from a member of the editorial board or one written by an author whose previous books the press has published, or one solicited from an influential senior scholar, turns out to be disappointing. In such circumstances an editor—especially one without a long track record that provides him or her with some independent credibility—may choose to manipulate the review process so as to lead to the desired outcome without appearing to directly engineer it.

This might be done either by selecting readers not expected to be particularly sympathetic to the author's work or by passing the buck to the editorial board, which can make the final decision on the basis of the editor's recommendation and thus appear to the author to be the arbiter of his or her fate. Manipulation can also work in favor of an author. When an editor is predisposed to want a book published, choosing the right readers can make all the difference in the outcome, especially when the book has a strong ideological slant. Choosing readers likely to favor a book can not be done too blatantly, however, for any good editorial board rightly will raise questions about the choice of readers and, if bias appears to play too obvious a role, will ask for additional review by a less partisan reader or readers.

Disappointed authors may suggest, as Mr. Mohr has recently, that presses should rely on reviewers' recommendations instead of giving their advisory boards of scholars the final say about whether or not to publish a manuscript. The problem with that idea, though, is that it would give a much freer hand to editors in determining the outcome of the decision-making process since, as Mr. Parsons notes, the editors are the ones who normally get to choose the peer reviewers.

Editors might enjoy this enhanced power, but would it really be the best way for presses to operate? Wouldn't it tend to make them more like trade presses? And shouldn't presses, anyway, reflect the "political" balance of power within universities? It seems to me that the tension between "received knowledge and emerging knowledge" that is already built into the system will serve the best interests of university publishing in the long run. And when, in the relatively few instances that the system doesn't work quite as one might hope, the existence of independent publishers will provide the safety valve to insure that the truly deserving book will still see the light of day.

Sanford G. Thatcher is director of the Pennsylvania State University Press.

Open your own window on Academe.

Mail this postpaid card today and start your subscription to The Chronicle of Higher Education.

Bill me \$67.50 for 49 issues (1 year).
Bill me \$37.75 for 24 issues (1/2 year).

I prefer to be billed in three monthly installments.

Please charge to my ☐ Master Card ☐ American Express

☐ VISA

Account #

Expiration date